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ABSTRACT

This curriculum guide provides materials for teachers to use in developing a course in medical administrative systems. Following an introductory section that lists the common essential elements of the course, the guide contains seven sections that cover the following course topics: (1) introduction to medical administrative systems; (2) word processing; (3) effective communication; (4) information management and control; (5) operating office equipment; (6) financial responsibilities; and (7) closure of medical administrative systems. Each section contains a competency matrix for domains and basic skills and one or more units each containing a lesson plan, a content outline, and teaching suggestions. Four appendixes contain the following: names and addresses for 48 publishers, 129 computer software vendors, 5 microcomputer directories, 14 electronic information services, 90 magazines, periodicals, newsletters, and journals; 5 services and reports, and 24 professional organizations; a course competency checklist; a suggested equipment list; and suggestions for modifying the course for students with special needs. (KC)

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Medical Administrative Systems

CURRICULUM GUIDE

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Educational Development & Training Center
East Texas State University • Commerce, TX 75429

Medical Administrative Systems

Curriculum Guide

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Published by
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To ensure education equity, this material has been reviewed to eliminate bias or stereotyping.

Educational Development & Training Center
East Texas State University • Commerce, TX 75429
1-800-356-EDTC

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Preface

The curriculum for medical administrative systems was prepared to provide quality instructional materials for instructors of medical administrative systems courses in Texas. This guide serves as a basis for achieving the office education essential elements mandated by the Texas Education Agency.

This teacher's guide has been developed through a joint effort of the Texas Education Agency and the Educational Development and Training Center located on the campus of East Texas State University in Commerce, Texas.

The purpose of developing this guide is to provide office education instructors with a curriculum guide that includes suggested units of instruction correlated directly to the essential elements. Comments and suggestions concerning this curriculum guide are requested and should be sent to the Curriculum Coordinator at the Educational Development and Training Center, ET Station, Commerce, TX 75429.

Organization of the Curriculum Guide

Each instructional unit in the office education *Medical Administrative Systems Curriculum's Guide* is correlated to the office education essential elements mandated by the Texas Education Agency. The components of the guide include the essential elements, the suggested unit lesson plans, and the appendices which are collections of useful, pertinent information.

Unit Lesson Plan

- **Essential Elements**—covered in the section are identified by number.

- **Suggested Unit Lesson Plan**—designed to serve as guides for the preparation of daily and weekly lesson plans and as a basic curriculum outline.

  - **Objective Page**—lists section and unit titles, essential elements, suggested number of classroom hours, unit objectives, student competencies, focus, learning domains, and basic skills statements.

  - **Content Outline**—a broad overview designed to give the major emphasis of the unit.

  - **Suggested Teacher Activities**—reminders of the four basic areas teachers need to address in every unit. The first three are general preparations and are the same in all units. The fourth one varies with each unit.

    - **Teacher Preparation** activities are concerned with lesson analysis and general material preparation.

    - **Teacher Presentation** activities are concerned with methods for optimum classroom learning.

    - **Reteach Activities** review steps in formative evaluation.

    - **Specific Teaching Activities** assist the teacher in specific materials preparation for that unit. Suggestions for bulletin boards, equipment, guest speakers, and field trips are made and special instructions for activities and tests are given.

- **Competency Matrices for Domains and Basic Skills**—the student competencies in these units were designed with the cognitive, psychomotor, and affective domains in mind. Purposeful attention was also given to using and reinforcing reading, writing, and mathematics skills. A matrix is provided to help the instructor quickly see where clear correlations exist.

Appendices

- **Appendix A**

  Resources—provides names and addresses for publishers, software vendors, microcomputer directories, electronic information services, magazines/periodicals/newsletters, services and reports, professional organizations, professional publications, and other business publications.

- **Appendix B**

  Course Competency Checklist—provides the instructor with a competency checklist for the entire course to include levels of student achievement. It may be used as a competency profile.

- **Appendix C**

  Suggested Equipment List—provides a suggested list of equipment and supplies recommended for the course.

- **Appendix D**

  Special Needs—suggests ways of modifying the office education curriculum for handicapped students.

Special Product Descriptions

The following products were designed specifically for office education courses and are available from the Educational Development & Training Center, 1 (800) 356-EDTC.

- **The Test Builder Program**

Format	Catalog No.
MS-DOS 3½	BOI-3203-TBP
MS-DOS 5¼	BOI-3205-TBP
MAC 3½	BOM-3202-TBP

The *Test Builder Program* helps a teacher construct, administer, grade tests and print the results. The time for test preparation and grading is reduced because the input of questions is simplified and the test is graded by the computer.

The computerized test consists of true/false, multiple choice, or matching questions. When the questions are displayed on the screen, they appear in random order; therefore, they will not appear in the same order on any two computers. This reduces the opportunity for students to cheat. After the student answers all of the questions, the program grades the test and records the grade on the student's data disk. A compilation of the student's name, grade, and questions missed can be copied to the teacher's data disk for storage, analysis, and printing. The number of the question that was incorrectly answered can be checked on the competency matrix to determine if the student has mastered the competency.

All question formats can be modified or deleted; however, only existing true/false and multiple choice test bank files can be used to create a new test bank. A hardcopy of the test, answer key, and an answer sheet can be printed for all tests.

Office Education Simulations

Simulations and student materials are available for all cluster courses and occupationally specific courses and may be adapted for use in any specialty course. Each simulation places the students in a specific position in a company. Student materials are available to help decrease time and cost of reproducing the material.

- **Microcomputer Applications Simulations**—BO-301-SIM
  Kandy's Kandlesticks—word processing
  High Tech Video Corporation—database
  Happy Hammer Home Builders—spreadsheet
  Office Greenery, Inc.—integration, DTP, telecommunications

- **Business Computer Applications Simulations**—BO-302-SIM
  Psychedelic Wheels—word processing
  Entertainment Sensations—database
  Video Masters—spreadsheets/desktop publishing
  Home Computing Network—computer information/telecommunications

- **Business Information Processing Simulations—BO-300-SIM**
  Carol's Cosmetic Cottage—word processing
  B & C Enterprises—spreadsheets
  Texas Country's Best Videos—desktop publishing
  Agriculture Technologies Inc.—telecommunications
  Ski On The Edge—records management

- **Business Office Clerical/Business Office Services Simulations—BO-326-SIM**
  "Hits" Unlimited—only one company is used throughout this simulation so there will be a continuity for special students. The students will complete work in the following areas: word processing/proofreading, file/data entry, desktop publishing, calculating machines, and written communication

- **Office Administrative Systems Simulations—BO-306-SIM**
  Yo-Rap Messages—keyboarding, proofreading, and editing
  Don't Disc Me—information control management
  Forever Friends Pet Store—electronic calculator
  Parties Unlimited—reprographics
  Lone Star Travel—oral/written communication
  Car Dial—communication skills

- **Office Support Systems Simulations—BO-307-SIM**
  Essex Corporation—word processing
  Smiles, Inc. Modeling Agency—communication skills
  V & S Mini Lock Manufacturing Co.—communication skills
  LYKE Radio Station—electronic calculator/financial management
  Modern Mall Insurance Co.—information control and management

If your school is using only one of the office education courses why not mix and match simulations from the other courses? Provide your students with a variety of short activities that meet the essential elements and bring them into the "real world"! You can adjust the difficulty level of each simulation by the equipment and software used or by providing additional activities.

Office Education Simulations by Skills Area

- **Computer Information/ Telecommunications**

Home Computing Network	BCAI
Agriculture Technologies Inc.	BIP
Office Greenery, Inc.	MAP

- **Information Control and Management**

Don't Disc Me	OAS
Entertainment Sensations	BCAI
High Tech Video Corporation	MAP
"Hits"—filing/data entry	BOC/S
Modern Mall Insurance Co.	OSS
Ski On The Edge	BIP

- **Keyboarding/Word Processing/ Proofreading & Editing**

Yo-Rap Messages	OAS
Essex Corporation	OSS
Kandy's Kandlesticks	BCAI
Psychedelic Wheels	MAP
Carol's Cosmetic Cottage	BIP
"Hits"—word processing	BOC/S

- **Electronic Calculator/ Financial Management**

Forever Friends Pet Store	OAS
"Hits"—calculating machine	BOC/S
LYKE Radio Station	OSS

- **Desktop Publishing/ Reprographics**

Video Masters	BCAI
Texas Country's Best Video	BIP
"Hits"—desktop publishing	BOC/S
Parties Unlimited	OAS
Office Greenery, Inc.	MAP

- **Communications**

V&S Mini Lock Manufacturing	OSS
Smiles Inc. Modeling Agency	OSS
Lone Star Travel	OAS
Car Dial	OAS
"Hits"—communications	BOC/S

- **Spreadsheet**

Video Masters	BCAI
B & C Enterprises	BIP
Happy Hammer Home Builders	MAP

Common Essential Elements

The medical administrative systems specialty course also includes the common essential elements which must be taught in addition to the essential elements for the course. A unit of instruction has been developed around each topic area. The units are composed of flexible modules which can be easily used when the class is in transition. This allows the common competencies to be addressed without diluting the curriculum. Feel free to make these units more specific to the medical specialty.

Leadership	BO-310-CE1
Successful Employment	BO-310-CE2
Entrepreneurship	BO-310-CE3
Safety	BO-310-CE4
Human Relations	BO-310-CE5
Personal and Business management	BO-310-CE6
All six units together:	BO-310-TG

Additional Support Material

The following products are recommended as additional support material for use in the classroom. Most products are neither course nor program specific.

- **Office Education Quality Guide**—BO-315-TG—Contains rules and regulations for establishing and maintaining office education courses.

- **Integrating Academic Principles into Microcomputer Applications**—BO-402-LP—Microcomputer applications lesson plan modules correlate the four academic areas: language arts, mathematics, science, and social studies. Each references both academic and office education essential elements. Also included is a matrix referencing the information with TAAS objectives.

- **Building Math Skills With Spreadsheets**—JS-500-TG—Workbook designed to improve students' math skills through spreadsheet activities. Activities address operations and problem-solving, both areas tested by TAAS. Lessons are designed for use with all spreadsheet software.

- **Building Reading and Writing Skills Through Word Processing**—JS-501-TG—Workbook designed to enhance reading and writing skills while mastering word processing skills. An instructor can cover course essential elements and build reading and writing skills at the same time. Each unit is set up as a lesson plan with a stated objective and instructor/student instructions. Materials can be used on any computer with any word processing software. The exercises address topics such as self-esteem, interpersonal skills, and how to be successful on the job.

- **Conquer the TAAS**—LM-100-SM—Self-paced, self-diagnostic student guide will help students become acquainted with the TAAS test. Written to match the test's format, it covers all the objectives of reading and writing sub-tests. A patterned answer sheet signals and targets a specific problem for the student such as spelling, punctuation, sentence fragments or combining, and usage.

- **Data Drill**—Computerized exercises and drills build a student's keyboard and numeric keypad skills. The program is designed to check speed and accuracy, display incorrect entries, and calculate grades.

  MS-DOS 3½—JSI-3003-CS
  MS-DOS 5¼—JSI-3005-CS

- **Karl's 101 HandyHandouts**—KD-100-HH—Collection of over 220 pages of cleverly designed handouts, exercises, activities, and complete how-to lesson plans can be used to increase student motivation and involvement in the learning process. Each handout is reproducible and can be made into unique and eye-catching overhead transparencies to add pizazz to your lesson. It comes in a 3-ring binder.

▲ **Mower Store**—This computer software package is designed to provide practical application of spreadsheet skills, students work in groups to set up and operate a lawn and garden equipment business. *Mower Store* simulates six months of store operations and will take two to three weeks of class time.

MS-DOS 3½—JSI-2003-CS
MS-DOS 5¼—JSI-2005-CS
APPLE 3½—JSA-2003-CS
APPLE 5¼—JSA-2005-CS
MAC 3½—JSM-2003-CS

▲ **Stop and Think Cards**—Famous quotes from some of the country's most well-known individuals to encourage the development of students' higher-level thinking skills. Great motivators. Printed on 8½ by 11" colored cards.

***Stop and Think Cards*—GEN-100-STC**
***Stop and Think Cards II*—GEN-101-STC**
***Stop and Think III*—GEN-102-STC**

MEDICAL ADMINISTRATIVE SYSTEMS

Course Title and Essential Elements Pending State Board Approval
75.87
(l.1) Medical Administrative Systems (1,2, or 3 units) shall include the following essential elements:

(1) Concepts and skills related to administering a medical office. The student shall be provided opportunities to:

(A) perform duties and responsibilities common to most offices.

(B) identify current terminology relating to the medical industry and to technology; and

(C) identify social implications as related to the medical industry.

(2) Concepts and skills necessary for use of word processing software and equipment and tools to produce microcomputer-based medical document production. The student shall be provided opportunities to:

(A) demonstrate keyboarding speed and accuracy necessary for entry-level employment;

(B) apply proofreading techniques in addition to using automated spell-checking, thesaurus, and grammar checking software.

(C) apply word processing skills using computer-based tools by employing appropriate steps for medical document production;

(D) apply correct format for general and medical correspondence and documents; and

(E) apply page layout techniques to desktop publishing documents.

(3) Concepts and skills related to effective communication. The students shall be provided opportunities to:

(A) use proper oral and written language skills relating to the medical industry;

(B) demonstrate proficiency in business English, spelling, and proofreading;

(C) compose and prepare effective medical communications using the document production cycle;

(D) apply proper techniques in business telephone usage;

(E) *recognize classes of mail, special mailing services, and procedures of handling incoming and outgoing mail;*

(4) *Concepts and skills related to information management and control of medical documents. The student shall be provided opportunities to:*

(A) apply procedures of controlling manual records by applying terminology and procedures for indexing, coding, and filing alphabetically; and

(B) demonstrate procedures for controlling computerized information.

(5) Concepts and skills necessary for the operation of office equipment. The student shall be provided opportunities to:

(A) demonstrate proficiency in transcription;

(B) use the touch system on the electronic calculator/computer to compute business problems related to a medical office; and

(C) apply reprographic techniques; and

(D) transport images electronically.

(6) Concepts and skills related to processing of medical insurance. The student shall be provided opportunities to:

(A) demonstrate procedures used in processing government claims; and

(B) demonstrate procedures used in processing private carrier claims.

(7) Concepts and skills related to the daily accounting cycle. The student shall be provided opportunities to:

(A) demonstrate procedures used in operating a pegboard system; and

(B) demonstrate procedures used in a computerized medical office accounting system.

Suggested Scope and Sequence

Medical Administrative Systems

SECTION/UNIT		TITLE	WEEKS	HRS.
I.		**Introduction to Medical Administrative Systems**		
	1	Introduction to the Course	.5	2
	2	Professional Activities	.5	3
	3	Social Implications	.5	3
II.		**Word Processing**		
	1	Word Processing Skills	3	15
	2	Medical Document Formatting	4	20
	3	Desktop Publishing	4	20
III.		**Effective Communication**		
	1	Oral and Written Communication Skills	3	15
	2	Mail Handling Techniques	1	5
	3	Telephone Usage	1	5
IV.		**Information Management and Control**		
	1	Traditional Record Control	2	10
	2	Database Management	2	10
V.		**Operating Office Equipment**		
	1	Transcription	1	5
	2	Reprographics and Electronic Images	1	5
VI.		**Financial Responsibilities**		
	1	Health Insurance	4	20
	2	Medical Accounting Practices	2	10
VII.		**Closure**		
	1	Closure of Medical Administrative Systems	.5	2
		Total Weeks/Hours Allocated	**30**	**150**

Six weeks were allotted to cover the common essential elements, review, makeup work, and testing.

SECTION **1**

Introduction

Essential Elements: 75.87 (l.1)(1)

(1) Concepts and skills related to administering a medical office. The student shall be provided opportunities to:

(A) perform duties and responsibilities common to most offices;

(B) identify current terminology relating to the medical industry and to technology; and

(C) identify social implications as related to the medical industry.

SECTION 1

Competency Matrix

Competencies		Domains			Basic Skills		
		Cognitive	Psycho-motor	Affective	Reading	Writing	Math
Unit 1	1	X		X	X	X	
	2	X		X	X	X	
	3	X			X	X	X
	4	X		X	X	X	
	5	X		X	X	X	
Unit 2	1	X			X	X	
	2	X		X	X	X	
	3	X			X	X	
	4	X			X	X	
	5	X			X	X	
	6	X		X	X	X	
Unit 3	1	X			X	X	
	2	X			X	X	
	3	X			X	X	
	4	X			X	X	
	5	X			X	X	
	6	X			X	X	
	7	X			X	X	
	8	X			X	X	

Lesson Plan

Allocated Time: 2 Hours

Unit Objective: Students will develop an understanding of the purpose, content, and organization of the medical administrative systems course.

Student Competencies: After completing this unit, the student will be able to:

1. Relate the purpose of the office education course medical administrative systems to the medical community.
2. Recognize the role of the youth organization relative to medical administrative systems.
3. Discuss course objectives, equipment, units, competencies, and evaluation measures.
4. Explain classroom organization, management, and safety.
5. Update study skills needed to reach realistic long- and short-range goals.

Focus: Students will be provided the opportunity to develop and use both academic and vocational skills that will be useful whether they take advanced courses or go from high school to the world of work.

1-1 Introduction

Content Outline

Purpose of course

Introduction to medical administrative systems
Objectives of the course
Relationship of course to the medical community

Course overview

Classroom equipment
Units of instruction
Competencies
Evaluation
Classroom organization and management

Teaching Suggestions

This introduction is beneficial to both you and the students. It provides you with the opportunity to present any policies, procedures, expectations, and other relative information which enhance classroom instruction and operations. It also establishes a working environment for the students and presents an overview for the work expected during the class.

Feel free to add other subject matter and instructional materials relative to your teaching assignment. Because the purpose of this section is to introduce the course, student activities and evaluation measures are limited. Some of the teaching activities can be used to develop student activities. Determine a method for assessing student learning.

- ☐ Design a bulletin board showing the relationship of medical administrative systems to office education. A suggestion might be: "Under the Umbrella of Office Education." List cluster courses, occupationally specific courses, and specialty courses highlighting medical administrative systems.

- ☐ Ask questions at the beginning of the course, such as:

  Why are you taking this course?
  What does the title "Medical Administrative Systems" mean to you?
  What do you think the course content covers?
  What is vocational education?
  What is office education?

- ☐ Ask students to write their perceived advantages and disadvantages of working in medical administration occupations. Invite someone who works in a medical office to respond. Inform the speaker in advance of the nature of the assignment. Secure a person with speaking abilities who projects a positive work image.

- ☐ Post data on job market projects. Update periodically with projects from different sources.

- ☐ Invite a former office education student to discuss Business Professionals of America. Be sure to inform the speaker in advance what topic you want covered in his/her presentation. You may want to include a question-and-answer period.

- ☐ Review youth conferences with students. Competitive events guidelines could be distributed and discussed. Be sure and tell them about the medical office test.

- ☐ Develop an orientation presentation on the equipment in the classroom.

- ☐ Develop, disseminate, and discuss handouts covering classroom policies and procedures. Let students make suggestions for other policies.

- ☐ Invite a medical secretary, transcriptionist, doctor or other health service field worker to speak to the class on the importance of job competency.

Lesson Plan

Essential Elements: 75.87 (I.1)(1)(A)(B)
Allocated Time: 3 Hours

Unit Objective: Students will be able to describe the basic operations and structure of a medical facility and how they relate to information flow, medical career paths, locating information, and medical jargon.

Student Competencies: After completing this unit, the student will be able to:

1. Use and identify terminology related to the medical community including prefixes and suffixes.
2. Identify proper attire, personality character traits, and setup of workstation for working in a medical environment.
3. Read organizational charts of a hospital, clinic, and/or other medical facility to identify the role each health career employee plays.
4. Explain data and information flow within a medical facility.
5. Demonstrate how to locate and document information.
6. Identify medical career paths.

Focus: Productivity increases when personnel understand the language of a career field, the structure of the facility, and their function within it. In medical administrative systems this facilitates the flow of data and information.

1-2 Professional Activities

Content Outline

Terminology

- Medical terms
- Suffixes
- Prefixes

Requirements for working in a medical office

- Attire
- Personality traits
- Character traits
- Setting up a workstation

Organizational charts of various medical settings

- Organization system
- Management levels
- Common duties and responsibilities

Data and information flows

- Data and information flow directions
- Large scale or small scale data flow
- Data flow diagrams

Locating information

- Libraries
- On-line searches
- Medical manuals and books
- Special medical dictionaries

Careers

- Goals
- Supervision
- Transcription
- Medical office clerk
- Insurance billing
- Receptionist/scheduling
- Medical billing clerk
- Career development opportunities
- Advanced education—certification

Teaching Suggestions

- ☐ Stress terminology throughout this course. Have students:
  - Find medical words in the dictionary
  - Locate the division point of words (identify elements—prefixes, root word, suffixes)
  - Determine plural forms
  - Find medical terms by use of cross reference
  - Recognize words that have two or more spellings

- ☐ Medical terminology and word usage
  - Recognition exercises for medical words spelled in more than one way.
  - Provide students with exercises using brand names and generic names for drugs.
  - Spelling word hunt with misspelled words in a medical article.
  - Medical dictionary to locate singular and/or plural forms of words.
  - Exercises changing nouns to both foreign/English plurals.
  - Continuously review spelling and definitions of medical terminology.
  - Discuss importance of proofreading for spelling and for content.
  - Discuss rules for capitalization and examine sample sentences which apply to these rules.
  - Discuss troublesome or misused words.
  - Identify suffixes and their meanings.
  - Discuss synonyms, antonyms, and prefixes; provide exercises to reinforce.
  - Discuss the importance of proper grammar and punctuation in relationship to company image.
  - Recognize medical abbreviations that need to be capitalized.
  - Recognize familiar and common abbreviations, symbols, and words used as abbreviations; when to use abbreviations, symbols in a medical report.

- Key accurately material containing numbers, symbols, abbreviations commonly found in medical writings.
- Use reference materials to locate approved abbreviations used in correspondence and medical documents.

☐ Ask students to prepare a "to do" list of medical office tasks that may need to be completed in a 1-2 day period; prioritize these items. (A list of suggestions could be provided for the students to use.)

☐ Have students list reasons why medical workers must be flexible when planning the day's work.

☐ Discuss how quality improves and less effort is required when the workstation is arranged properly.

- Have students list equipment and materials needed at a workstation.
- Have students view pictures on the setup of various workstations.

☐ Have students set up a doctor's appointment book using common abbreviations for entering, canceling, and rescheduling appointments and watch for events that must be brought to the doctor's attention.

☐ List different types of resource materials available for use in a medical office. Including:

- Medical word dictionary
- Medical reference manual
- Secretarial handbook

☐ Provide short exercises that utilize each of the reference materials that are provided.

- Ask librarian to visit the class and talk about resource materials and uses.

☐ Have students research career opportunities in the medical office area and write brief reports on various career opportunities. Reports might include information in the following areas.

Work sites—
Doctor's Office
Hospital
Clinic
Convalescent Home
Government Institution

Duties—

Function in both the front and back office
Consult with doctors and patients on the telephone or in person
Do general office work.
Specialize in taking charge of a single aspect of office work, such as patients' insurance claims for medical charges
Writing patients' medical histories

Careers—

Medical Secretary
Executive or Administrative Medical Secretary
Medical Assistant-Medical Secretary
Special Medical Secretaries
Hospital Emergency Ward Medical Secretary
Convalescent Home Medical Secretary
Medical Secretary in Charge of Patient Insurance
Medical Assistant—Medical Clinic
Administrative Medical Secretary

☐ Contact the following associations for additional information on the medical profession. Many of them will provide guest speakers or have student affiliate organizations. Some may have student scholarships available.

- American Academy of Physicians' Assistants
- American Assocation of Medical Assistants
- American Medical Association
- Hospital Financial Management Association
- National Registry of Medical Secretaries
- National Secretaries Association

☐ Subscribing to the following periodicals will assist you in providing resources directly related to the medical field.

- *National Medical Secretary*
- *Today's Secretary*
- *The Secretary*

Lesson Plan

Essential Elements: 75.87 (I.1)(1)(C)
Allocated Time: 3 Hours

Unit Objective:

Students will describe the issues related to the responsible use of computer systems, appraise the social ramifications of computer usage, and identify responsible practices in the use of computers in a medical environment.

Student Competencies:

After completing this unit, the student will be able to:

1. Identify major issues and technological developments related to computers, society, and the medical community.
2. Describe the ethical and legal issues that have arisen as a result of the computer revolution.
3. Identify privacy issues involved with electronic data storage.
4. Explain reasons for concern about the reliability of computer systems.
5. Explain the importance of medical ethics in a medical environment.
6. Define etiquette, ethics and medical liability as they apply to both physicians and medical assistants.
7. Explain what is meant by implied, informed, expressed, and written consent.
8. Summarize employee safeguards for preventing malpractice litigation.

Focus:

Ethics are vital to the medical field. A great deal of responsibility goes with any medical position. The responsible use of computers is expected, for if the user is irresponsible, careless, or malicious, the effects of his/her decisions and actions can be damaging and far-reaching. This is especially true in a medical environment.

1-3 Social Implications

Content Outline

General issues

- Dependency
- Nameless society
- Technological developments
- Computer virus epidemic

Legal and ethical issues in using computers

- Computer crime
- Data spying
- Hackers
- Employees or former employees
- Piracy
- Laws involving computer and software usage

Legal and ethical issues specific to the medical community

- Releasing information
- Patient rights and responsibilities
- Physician-patient relationship
- Medical liability

Privacy issues

- Destination of copies
- Originator of data
- Credit bureaus
- Data banks
- Paperless offices
- Issues specific to the medical community

Reliability of systems

- Hardware
- Software
- Storage media
- People
- Confidentiality
- Accuracy

Teaching Suggestions

- ☐ Discuss how health care records are legal documents.
- ☐ Explain concepts related to the confidentiality of medical records.
- ☐ Discuss the purpose of policies for releasing patient information.
- ☐ Invite a hospital medical records supervisor to discuss the importance of ethics and risks to the employer and employees if proper steps are not taken with patient records.
- ☐ List the obligations of the patient and the physician.
- ☐ Know the authorizations required for release of information.
- ☐ Know the items which relate to the medical assistant's responsibility in preventing malpractice claims.

SECTION **2**

Word Processing

Essential Elements: 75.87 (l.1)(2)

(2) Concepts and skills necessary for use of word processing software and equipment and tools to produce microcomputer-based medical document production. The student shall be provided opportunities to:

(A) demonstrate keyboarding speed and accuracy necessary for entry-level employment;

(B) apply proofreading techniques in addition to using automated spell-checking, thesaurus, and grammar checking software.

(C) apply word processing skills using computer-based tools by employing appropriate steps for medical document production;

(D) apply correct format for general and medical correspondence and documents.

(E) apply page layout techniques to desktop publishing documents.

SECTION 2

Competency Matrix

Competencies		Domains			Basic Skills		
		Cognitive	Psycho-motor	Affective	Reading	Writing	Math
Unit 1	1	X			X	X	
	2	X	X		X	X	X
	3	X			X	X	
	4	X	X		X	X	
	5	X	X		X	X	
	6	X		X	X	X	
	7	X	X		X	X	
Unit 2	1	X	X		X	X	X
	2	X	X		X	X	X
	3	X	X		X	X	
	4	X	X	X	X	X	
Unit 3	1	X			X	X	
	2	X	X		X	X	X
	3	X	X		X	X	X
	4	X	X		X	X	X

Lesson Plan

Essential Elements: 75.87 (I.1)(2)(A)(B)(C)
Allocated Time: 15 Hours

Unit Objective: Students will use terms currently used in word processing, identify the steps in the document cycle, be familiar with the production features and commands of word processing software programs, and be able to move and edit documents, enter data, and save information.

Student Competencies: After completing this unit, the student will be able to:

1. Define word processing terminology.
2. Key documents with increased speed and accuracy.
3. Identify the steps in the document cycle.
4. Categorize the production features of word processing software.
5. Describe the major formatting choices common to word processing software.
6. Proofread documents using common proofreading marks correctly and a combination of the various types of proofreading techniques.
7. Demonstrate the use of word processing tools when producing documents, including spell-checking, thesaurus, and grammar-checking software.

Focus: Word processing is becoming an integral part of every office. Being able to key in various medical documents in the proper format, make changes, and use the various word processing features and tools gives you a foot in the door to beginning medical office positions.

2-1 Word Processing Skills

Content Outline

Word processing

- Defining word processing
- Steps in the document cycle
- Classification of word processing software programs
- Overview of word processing programs
- Using the mouse

Word processing features, functions, and codes

- Cursor movement
- Editing
- Searching/replacing
- File management
- Merging
- Printing
- Spelling/hyphenation/thesaurus
- Block functions
- Multipage documents
- Multicolumn documents
- Function keys
- Key codes

Basic types of documents

- Informal letters
- Business correspondence
- Business reports
- Columnar reports
- Bulletins
- Minutes
- Itineraries

Types of medical forms and reports

- History/physical
- Discharge summary
- Operative report
- Consultation
- Radiology
- Pathology
- Other reports

Requirements of a mailable medical document

- Neatly and accurately typed
- Correct spelling
- Correct punctuation
- Correct capitalization
- Acceptable word division
- Attractive placement

Proofreading procedures

- Proofreading tools
- Proofreading and editing marks
- Proofreading methods
- Identifying common types of errors
- Proofreading for content

Word processing tools

- Spelling checker
- Thesaurus
- Grammar checker

Teaching Suggestions

- ☐ Introduction to word processing in classrooms
  - Discuss use of microcomputers in classroom/medical office.
  - Discuss the care of software and maintenance of hardware.
  - Review DOS commands for formatting, directory, copying, and diskcopy.
  - View various pictures of equipment used in word processing centers and offices.
  - Discuss the advantages and disadvantages of word processing, microcomputers and other office equipment in regard to medical offices.
  - Have students research various medical facilities to determine:
    - kinds of equipment being used;
    - machine functions performed; and
    - various computer uses.

- ☐ Suggestions for field trips and guests
  - Visit a word processing center.
  - Invite a word processing coordinator to speak.

- ☐ Suggestions for review and production of documents
  - *EPC Keyboard Mastery for the Computer* is a good software program to use when preparing students for keyboarding.
  - Continuously give 1- and 5-minute timings for both speed and accuracy. Suggested goal: 98% accuracy; 65 words per minute.
  - Examine a list of rules for typing numbers and apply these rules to exercises.
  - Use overhead to show examples of block, modified block, and AMS style letters.
  - Discuss difference between traditional and simplified memos.
  - Review rules for horizontal/vertical placement.
  - Provide a variety of medical letters, memos, and reports for students to type for practice.

- ☐ Word processing features/functions
  - Describe the features found in word processing software and explain the purpose of each.
  - Describe the functions found in word processing software and explain the purpose of each.
  - Have students set up a medical spelling dictionary within their word processing software.

- ☐ Proofreading
  - Review proofreading methods. Have students use all of the methods.
  - Review proofreader's marks.
  - Have students exchange documents for proofreading and inserting proofreader's marks.
  - Identify proofreader's marks by keyboarding short paragraphs that require visual use of marks while typing.
  - Review importance of proofreading and the policy for revising medical forms which are considered legal documents.

Lesson Plan

Essential Elements: 75.87 (I.1)(2)(A)(B)(D)
Allocated Time: 20 Hours

Unit Objective: Students will classify, format, and edit medical documents using production features, and will prepare mailable documents using at least one word processing software product.

Student Competencies: After completing this unit, the student will be able to:

1. Produce documents using the following format features: line spacing and alignment, type styles and fonts, margin adjustments, and headers and footers.
2. Increase speed of producing documents.
3. Prepare medical records for physical examinations, patient histories, laboratory reports, and billing notices.
4. Use the steps in the document cycle to correctly key and format medical documents including letters, memorandums, forms, reports, and tables.

Focus: The ability to produce mailable medical documents in the proper format and in an efficient manner increases the value of an employee.

2-2 Medical Document Formatting

Content Outline

Formatting

Defined
Standard formats

Formatting medical documents

Parts of a business letter
Letter styles used in the medical community
Punctuation styles
Other letter formats
Flexibility of format
Format for envelopes

Teaching Suggestions

- ☐ Continuously give 1- and 5-minute timings for both speed and accuracy. Suggested goal: 98% accuracy; 65 words per minute.

- ☐ Provide simulated reports for students to type using both typewriters and computers.

- ☐ Discuss procedures for revising legal medical reports.
  - Discuss the various forms used in a medical office.
  - Have students write a memo to an employer justifying the purchase of a computer.
  - Have students key memorandums or short notes for the physician's office.
  - Have students key an appointment schedule shell and retrieve all or marked portions of text to bring to a new file. Use codes to position cursor.
  - Ask students to bring in a newspaper article to set up on the microcomputer in columns.
  - Use the Postal Department's list of states and abbreviations as an exercise for table function.

Lesson Plan

Essential Elements: 75.87 (I.1)(2)(E)
Allocated Time: 20 Hours

Unit Objective: Students will use terms, describe components, and discuss concepts associated with desktop publishing and put together a simple publication using desktop publishing procedures.

Student Competencies: After completing this unit, the student will be able to:

1. Define desktop publishing terms.
2. Demonstrate basic layout and design techniques.
3. Demonstrate the tools and procedures for producing documents using desktop publishing techniques.
4. Produce a variety of documents using desktop publishing procedures.

Focus: Documents produced using desktop publishing tools are often indistinguishable from commercially published materials. The ability to perform desktop publishing increases entry-level employability.

2-3 Desktop Publishing

Content Outline

Desktop publishing overview

The primary goal
One person process

Desktop publishing components

Hardware
Software

Layout and design techniques

Planning a design
Creating a page layout

Operational procedures

Planning publication
Designing documents
Creating text and graphics
Using page layout software
Printing

Teaching Suggestions

- ☐ Have students collaborate to prepare lists of the types of medical documents that could be completed with desktop publishing.
- ☐ Make up a file of sample brochures, catalogs and reports that were or could have been produced by desktop publishing.
- ☐ Demonstrate the steps of putting together a simple publication.
- ☐ Prepare bulletin boards illustrating layouts, type styles, clip art, and other tools.
- ☐ Invite a layout artist to speak to the class.
- ☐ Team teach with the art teacher on layout. Have him/her emphasize problems in design.
- ☐ Invite a journalism teacher to speak to your class and show procedures from the beginning to the final copy of the school newspaper.
- ☐ Visit a print shop or visit an in-house desktop publishing department in a business.

SECTION 3

Effective Communication

Essential Elements: 75.87 (I.1)(3)

(3) Concepts and skills related to effective communication. The students shall be provided opportunities to:

(A) use proper oral and written language skills relating to the medical industry;

(B) demonstrate proficiency in business English, spelling, and proofreading;

(C) compose and prepare effective medical communications using the document production cycle;

(D) apply proper techniques in telephone usage; and

(E) recognize classes of mail, special mailing services, and procedures of handling incoming and outgoing mail.

SECTION 3

Competency Matrix

Competencies		Domains			Basic Skills		
		Cognitive	Psycho-motor	Affective	Reading	Writing	Math
Unit 1	1	X			X	X	
	2	X		X	X		
	3	X			X	X	
	4	X			X	X	
	5	X	X		X	X	
Unit 2	1	X			X	X	
	2	X			X	X	X
	3	X			X	X	
	4	X			X	X	
	5	X			X	X	
	6	X			X	X	
Unit 3	1	X			X	X	
	2	X			X		X
	3	X	X	X	X	X	
	4	X	X	X	X	X	
	5	X			X	X	

Lesson Plan

Essential Elements: 75.87 (I.1)(3)(A)(B)(C)
Allocated Time: 15 Hours

Unit Objective: Students will use business English terminology and demonstrate proper English rules in oral communications and in construction of well-written medical documents.

Student Competencies: After completing this unit, the student will be able to:

1. Identify and use business English terminology.
2. Use effective oral communication skills.
3. Demonstrate correct usage of the parts of speech, subject-verb agreement, expression of numbers and abbreviations, and sentence construction.
4. Apply correct punctuation, capitalization, and spelling rules.
5. Compose well-written medical documents.

Focus: Communication is the key to all medical offices. Being able to write clear, concise, documents using proper grammar and punctuation protocol is a personal asset and one that is most sought after in the working world.

3-1 Oral and Written Communication Skills

Content Outline

Oral language skills

- Oral communication process
- Barriers to oral communications
- Effective oral communication skills
- Nonverbal communication

Business English

- Parts of speech
- Subject and verb agreement
- Sentence construction

Expression of numbers and abbreviations

- Numbers
- Abbreviations

Punctuation

- Commas
- Semicolons
- Underlines
- Quotation marks
- Apostrophes
- Colons
- Hyphens
- Dash
- Parentheses

Capitalization

- Proper nouns
- Names of the months
- Trade names
- Names of historic events, holidays, and eras
- Titles of high government officials
- Titles preceding a person's name
- Academic degrees

Spelling

- Noun plurals
- Noun possessives
- Suffixes
- "ie" and "ei" combinations
- Spelling hints

Types of letters

- Letters of goodwill
- Letters of request
- Letters of positive response
- Letters of negative response

Types of reports

- Medical reports
- Information reports
- Formal reports

Techniques for writing reports

- Preparing to write
- Outline facts and ideas
- Writing a report
- Proofreading and editing

Teaching Suggestions

Note: The word processing section should be taught before this unit so the students can use the computer to perform activities and the competency test.

- ☐ Review the importance of following both oral and written instructions.
- ☐ Discuss ways that verbal and nonverbal communication plays in good human relations.
- ☐ Discuss the importance of improving listening skills.
- ☐ Show an example of a logging sheet that may be used to record the keyed output of a medical office.
- ☐ Demonstrate how to prioritize items before starting a task.
- ☐ Secure various reference and style manuals for the students to use.
- ☐ Be sure the students use their proofreading skills and proofreading marks.
- ☐ Review rules for writing complete sentences using various kinds of punctuation, number expressions and capitalization.
- ☐ Demonstrate correct sentence structure, punctuation, capitalization, and number usage.
- ☐ Have students determine parts of speech, types of sentences, sentence structure, and proper punctuation in various sentences and paragraphs.
- ☐ Have students compose two or three medical documents. Check for proper word usage, punctuation, and grammar.

Mail Handling Techniques 3-2

Lesson Plan

Essential Elements: 75.87 (I.1)(3)(E)
Allocated Time: 5 Hours

Unit Objective:

Students will be able to process incoming and outgoing mail in a timely and organized manner and correctly use both traditional mail handling techniques and new electronic mail techniques.

Student Competencies:

After completing this unit, the student will be able to:

1. Classify the various types of mail.
2. Compare and contrast various postal services.
3. Process incoming mail in an organized manner.
4. Prepare a computerized mailing list to print envelopes or mailing labels.
5. Efficiently handle outgoing mail.
6. Describe types and components of basic electronic mail systems.

Focus:

Understanding and applying the procedures and principles associated with efficient mail handling is important to every medical office. Changing technologies have added a new dimension to traditional mail handling techniques.

3-2 Mail Handling Techniques

Content Outline

Traditional mail processing

Incoming mail/outgoing mail
ZIP Codes and two-letter state abbreviations
Classification of mail
Special postal services
Other mail services
Hints for efficient mail-handling procedures
Special problems
Comparison of overnight services
Other postal services

Electronic mail

Types of electronic mail systems
Ways of transmitting data
Using codes
Components of electronic mail
Procedures for sending a fax

Teaching Suggestions

- ☐ Assemble all the supplies needed for processing mail. Demonstrate the steps involved in processing mail.

- ☐ Have students bring a variety of types of mail. Reseal the envelopes and have students use them as a sorting project.

Essential Elements: 75.87 (I.1)(3)(D)
Allocated Time: 5 Hours

Unit Objective: Students will use communication terminology when discussing and describing basic telephone communication concepts. They will demonstrate how to place outgoing and accept incoming telephone calls and take telephone messages.

Student Competencies: After completing this unit, the student will be able to:

1. Define traditional telephone terminology.
2. Distinguish between types of telephone services and equipment.
3. Practice good telephone pronunciation and articulation techniques.
4. Demonstrate positive techniques of handling incoming and placing outgoing telephone calls.
5. Compare various parts of the telephone directory and other number sources.

Focus: Telephones are vital to all business offices. A knowledge and ability to handle all types of telephone calls, take messages, and handle emergency situations in a calm and polite manner are assets that are useful in any medical environment.

3-3 Telephone Usage

Content Outline

Telephone services and equipment

Telephone service industry
Telephone equipment and systems
Criteria for selection of a long-distance carrier
Types of special telephone equipment
Special telephone features
Types of telephone services

Telephone techniques

Projecting a good telephone image
Pronunciation/articulation techniques
Handling incoming telephone calls
Placing outgoing calls
Logging long-distance telephone calls
Using the telephone directory

Teaching Suggestions

- ☐ Invite a telephone company representative to talk to the class.
- ☐ Have students practice placing and answering calls.
- ☐ Take a field trip to the telephone company or an office that uses a switchboard.
- ☐ Discuss how an animated voice reflects interest and a monotone voice suggests indifference.
- ☐ Record practice telephone conversations and analyze results.
- ☐ Explain importance of pronunciation, speaking speed, and use of standard English.
- ☐ Examine different telephone message forms and discuss each.
- ☐ Explain how to take correct, clear, and concise messages.
- ☐ Present situations and have students fill out telephone messages.
- ☐ Develop exercises to locate individual, company, and emergency telephone numbers.
- ☐ Have students simulate telephone conversations using the teletrainer on the following:
  - Appointments
  - Prescription refills
  - Personal calls
  - Calls from another doctor
  - Questions from patients
  - Emergency calls
  - Hospital reports

- Laboratory reports
- Nonmedical calls

☐ Have students compose and record messages for an answering machine such as when the office is closed, information for routine and emergency calls, and office hours.

☐ Discuss the following situations with students:

- Procedures for setting up an appointment book
- Time allotments for various types of appointments
- Screening calls
- Information to obtain when scheduling
- Explaining office policies to new patients
- Cancellation and rescheduling procedures
- Appointment delays by the patient and by the doctor
- Emergencies, interruptions, and house calls
- Failure to show for appointments

☐ Handling problem situations

- Schedule is full; patient problem is not urgent/is urgent
- Only specific appointment time is available
- Doctor is not available at time requested by patient
- Another doctor is available
- Patient refuses to give a reason for an appointment
- Doctor no longer practices certain specialties
- Measures to help protect the physician legally when there is a cancellation or a no-show

☐ Prepare bulletin boards with pictures of various types of telephone equipment, a comparison of telephone techniques for incoming and outgoing calls, various types of modems, and brochures about teleprocessing hardware and software.

☐ Secure videos or films about telephone techniques.

SECTION **4**

Information Management and Control

Essential Elements: 75:87 (I.1)(4)

(4) Concepts and skills related to information management and control of medical documents. The student shall be provided opportunities to:

(A) apply procedures of controlling manual records by applying terminology and procedures for indexing, coding, and filing alphabetically; and

(B) demonstrate procedures for controlling computerized information.

SECTION 4

Competency Matrix

Competencies		Domains			Basic Skills		
		Cognitive	Psycho-motor	Affective	Reading	Writing	Math
Unit 1	1	X			X	X	
	2	X			X	X	
	3	X			X	X	X
	4	X			X	X	
	5	X			X	X	
	6	X			X	X	X
	7	X			X	X	
Unit 2	1	X			X	X	
	2	X			X	X	
	3	X	X		X	X	X
	4	X	X		X		

Traditional Record Control 4-1

Lesson Plan

Essential Elements: 75.87 (I.1)(4)(A)
Allocated Time: 10 Hours

Unit Objective: Students will apply proper terminology and techniques when using information management systems.

Student Competencies: After completing this unit, the student will be able to:

1. Use and define information management terminology.
2. Demonstrate the procedures for indexing and coding techniques used in alphabetic filing.
3. Compare numeric, subject, and geographic filing methods.
4. Describe the uses of a tickler file.
5. Review techniques to locate misfiled or lost records.
6. Select filing equipment and supplies.
7. Describe record retention/program procedures.

Focus: All medical offices use some sort of filing system, and typically a beginning office worker will be assigned various filing duties. This is an opportunity for the worker to familiarize him/herself with the types of documents the business uses and adapt his/her knowledge of filing systems to the particular system used by the business.

4-1 Traditional Record Control

Content Outline

Introduction to information management

- Defining information management
- Scope of information control
- Goals of information management
- Advantages of using information control program
- Purpose of the filing system

Steps in filing correspondence

- Inspect for a release mark
- Index correspondence
- Code correspondence
- Cross-reference procedures
- Sort
- Store correspondence

Filing methods

- Alphabetic filing
- Numeric filing
- Subject filing
- Geographic filing
- Other filing systems

Misfiling

- Causes of misfiling
- Ways of preventing the loss of records
- Systematic method for locating misfiled records
- What to do if the file cannot be located

Filing supplies and equipment

- Basic principles of use
- Supplies
- Equipment

Micrographics

- Defined
- Types of microforms
- Retrieving and reading microforms

Record retention and transfer procedures

- Transfer of records
- Record retention policy
- File transfer steps
- Methods of transfer

Retrieval of information from files

- Primary purposes of using a file system
- Types of retrieval systems

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Teaching Suggestions

- ☐ Use the ARMA Simplified Filing Standard rules.
  - Present rules using transparencies and/or chalkboard illustration.
  - Discuss the reason for each rule.
  - Illustrate the rules by using actual names from the class and the community to personalize the situation.
  - Remind the students that the medical office they work for may use other rules. Consistency of use is the most important concept. It would be nice to convert an older arrangement to a new one; however, it may be too costly. One suggestion is to leave the old filing system intact and process new files according to the new filing rules.
  - Have students who are working secure a list of the rules used in their offices.
  - Visit a medical facility's records management department and ask to have the operations used and any special procedures followed explained to the students .
- ☐ View a film on introduction to records management.
- ☐ Discuss different types of storage media.
- ☐ Explain the importance of filing and retrieval procedures.
- ☐ Describe the life cycle of a record.
- ☐ Discuss the importance of effective filing systems.
- ☐ List supplies necessary to file effectively.
- ☐ Describe how to index and code names.
- ☐ Provide lists of rules for filing alphabetically, geographically, numerically, chronologically, and by subject.

- ☐ Assign a list of various individual and company names for students to code and put in order.
- ☐ Discuss advantages and disadvantages of micrographics.
- ☐ List types of magnetic media.
- ☐ Observe pictures of different types of magnetic media.
- ☐ Have students do research reports on magnetic media.

Lesson Plan

Essential Elements: 75.87 (I.1)(4)(B)
Allocated Time: 10 Hours

Unit Objective: Students will interpret electronic information concepts and terms, create and set up an electronic database, enter data, sort and search the database, and design and print summaries and reports.

Student Competencies: After completing this unit, the student will be able to:

1. Use and define terms associated with computerized information.
2. Compare capabilities of computerized information management.
3. Create and design input and report forms and enter, manipulate and retrieve data.
4. Query the database and use selection criteria for printing reports.

Focus: All medical offices maintain records. Larger ones have electronic information management systems. Workers who manage or interact with the electronic database, beyond simple data entry, are expected to have an overall understanding of the concepts and organization of the software and a familiarity with the common elements that are seen in all database management programs.

4-2 Database Management

Content Outline

Concepts of information management

Objectives of using a database
Advantages and disadvantages of database management systems
Purposes of a database
Types of databases

Creating a database

System specifications
Forms design
Setup procedures
Entering/manipulation
Searches
Creating report summaries
Importing data from other sources into the database
Printing

Teaching Suggestions

- ☐ Invite a Registered Records Assistant to talk to the class about a medical records unit in a hospital.
- ☐ Become familiar with information management software.
- ☐ Prepare transparencies to illustrate the command categories that are common to database.
- ☐ Select assignments or prepare additional assignments to reinforce work within a database.
- ☐ Develop a list of database examples to which students can relate.
- ☐ Identify reference manual sections that will be useful to the students.
- ☐ Reinforce ethical considerations of medical information.

SECTION **5**

Operating Office Equipment

Essential Elements: 75.87 (l.1)(5)

(5) Concepts and skills necessary for the operation of office equipment. The student shall be provided opportunities to:

(A) demonstrate proficiency in transcription;

(C) apply reprographic techniques; and

(D) transport images electronically.

SECTION 5

Competency Matrix

Competencies		Domains			Basic Skills		
		Cognitive	Psycho-motor	Affective	Reading	Writing	Math
Unit 1	1	X			X	X	X
	2	X			X	X	
	3	X			X	X	
	4	X	X		X	X	X
	5	X	X		X	X	X
Unit 2	1	X			X	X	
	2	X			X	X	X
	3	X			X	X	X
	4	X	X		X	X	
	5	X	X		X	X	X
	6	X	X		X	X	

Transcription 5-1

Lesson Plan

Essential Elements: 75.87 (I.1)(5)(A)
Allocated Time: 5 Hours

Unit Objective: Students will demonstrate the correct operation of transcription equipment by producing accurate documents from dictated material.

Student Competencies: After completing this unit, the student will be able to:

1. Differentiate between various types of transcription equipment.
2. Describe features of standard transcription equipment.
3. Compare the advantages and disadvantages of using the dictation/transcription process.
4. Describe and demonstrate the basic skills essential to successful medical transcription.
5. Demonstrate good medical transcription techniques by accurately transcribing dictated medical material.

Focus: All types of offices continually seek ways to become more efficient. Accurate transcription is one of the most valuable skills a medical office worker can possess.

5-1 Transcription

Content Outline

Transcription equipment and features

- Discrete media equipment
- Equipment features

Advantages and disadvantages of using transcription equipment

Efficient transcription techniques and procedures

- Transcription skills
- Transcription procedures
- Review proofreading procedures

Transcription skills

- Listening
- Language arts
- Keyboarding
- Editing/revisions
- Logical thinking
- Resources

Types of medical documents

- Histories and physicals
- Consultations
- Operative reports
- Discharge summaries
- Radiology
- Pathology

Meet standards

- Speed
- Accuracy

Reinforce ethics

Teaching Suggestions

- ☐ Demonstrate the correct procedures for:
  - Using a transcription unit
  - Handling transcription media
- ☐ Explain importance of listening skills in relationship to doctor/supervisor instructions, content of media, speech patterns, dialects, and foreign accents.
- ☐ Practice adjusting various controls while listening to provided media.
- ☐ Stress the importance of trying to solve mechanical problems before notifying supervisor or repairman.
  - Check on/off switch
  - Dictaphone/conference switch
  - Plugs are properly placed in equipment or electrical outlets
  - If media will not play, rewind or replace with another source and try again.
- ☐ Invite a medical transcriptionist to discuss the importance of communication and listening skills with the class.
- ☐ Invite a physician to talk to the class on the importance of accurate transcription.
- ☐ Using a variety of pre-dictated tapes, have students transcribe reports given in various dialects.
- ☐ View pictures of media and equipment in books or catalogs.
- ☐ Visit a medical transcription center to examine the equipment/media.
- ☐ Invite sales representatives to discuss various types of equipment.
- ☐ Demonstrate use of available transcription equipment/media.

- ☐ Have students compare advantages and disadvantages of longhand, shorthand, abbreviated writing, and machine transcription. Discuss cost and skill factors of each of these methods.

- ☐ Discuss media and equipment that may be available to medical office workers.

- ☐ Stress to students the importance of using reference materials, especially in the medical area.

- ☐ Explain the queuing procedures that are specific to your equipment.

- ☐ Have each student dictate a document to get the feel of the process.

- ☐ Visit a transcription department to view their coding procedures.

Lesson Plan

Essential Elements: 75.87 (I.1)(5)(C)
Allocated Time: 5 Hours

Unit Objective: Students will be able to assemble a document for reprographics.

Student Competencies: After completing this unit, the student will be able to:

1. Use and define terms related to reprographics.
2. Describe the types of copier processes and their features.
3. Compare the copier segments classifications.
4. Demonstrate correct copy preparation techniques.
5. Explain the advantages of using facsimile.
6. Describe the standards and optional features and capabilities of facsimile reproduction.

Focus: Copier and facsimile technology are forms of reprographics that affect today's medical offices. A working knowledge of reprographic technology enhances opportunities for the beginning medical office worker.

5-2 Reprographics and Electronic Images

Content Outline

Reprographics

Defined
Evolution of today's office copier
Types of copier processes
Other copier technologies
Classification of copiers
Special xerographic features
Advantages of using copy machines
Controlling copying costs
Controlling operating procedures
Copy preparation procedures
Finishing techniques
New copier technologies

Facsimile

Parts
Background
Usage

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Teaching Suggestions

- ☐ Become familiar with the copier to be used. Know the brand name, model number, and safety rules for your specific machine. The safety rules should be taught prior to students' use of the machine.

- ☐ Make a file of sample items produced by copier—duplex, reduced, enlarged, book copy mode, transparency, copy too light, copy too dark, and copies produced on various sizes of paper.

- ☐ Prepare and practice a demonstration performing the various functions available on the copier to be used.

- ☐ Make arrangements for the school secretary or another secretary to speak on the use of the school copier by office personnel.

- ☐ Become familiar with the manual supplied with the copier to be used, and assemble handouts and transparencies from the graphics.

- ☐ Prepare a user's copy log for students' use.

- ☐ Prepare instructions for a cut-and paste document. Possible needs are scissors, rubber cement, clean paper, clip art, typewriter or computer with printer, light table, grid, T-square, X-acto knife, white-out for copiers, ruler, press-on letters, pens, tape or wax.

SECTION 6

Financial Responsibilities

Essential Elements: 75.87 (l.1)

(5) Concepts and skills necessary for the operation of office equipment. The student shall be provided opportunities to:

(B) use the touch system on the electronic calculator/computer to compute business problems related to a medical office;

(6) Concepts and skills related to processing of medical insurance. The student shall be provided opportunities to:

(A) demonstrate procedures used in processing government claims; and

(B) demonstrate procedures used in processing private carrier claims.

(7) Concepts and skills related to the daily accounting cycle. The student shall be provided opportunities to:

(A) demonstrate procedures used in operating a pegboard system; and

(B) demonstrate procedures used in a computerized medical office accounting system.

SECTION 6

Competency Matrix

Competencies		Domains			Basic Skills		
		Cognitive	Psycho-motor	Affective	Reading	Writing	Math
Unit 1	1	X			X	X	
	2	X			X	X	X
	3	X			X	X	X
	4	X			X	X	X
	5	X			X	X	
	6	X			X	X	X
Unit 2	1	X	X		X	X	X
	2	X	X		X	X	X
	3	X	X		X	X	X
	4	X	X		X	X	X
	5	X			X	X	X
	6	X			X	X	
	7	X			X	X	X
	8	X	X		X	X	X
	9	X	X		X	X	

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Lesson Plan

Essential Elements: 75.87 (I.1)(6)(A)(B)
Allocated Time: 20 Hours

Unit Objective: Students will be able to understand and use appropriate terminology when filling out various types of insurance claim forms.

Student Competencies: After completing this unit, the student will be able to:

1. Discuss insurance terms.
2. Describe the various types of health insurance coverage.
3. Discuss the assistant's role in processing insurance claims.
4. Explain Medicare's Part A and Part B.
5. Explain the purpose of the Medicaid program and workers' compensation insurance.
6. Process several types of insurance claim forms for various situations.

Focus: Being knowledgeable about medical insurance and able to fill out the insurance forms is helpful for the individual and for obtaining a position.

6-1 Health Insurance

Content Outline

Insurance forms

Types
Content
Typing/printing

Types of insurance coverage

Individual
HMO
Medicare
Medicaid
Workmen compensation

Procedures for handling insurance forms

Coding procedures

Teaching Suggestions

- ☐ Examine different types of insurance forms.
- ☐ Practice completing each of the kinds of forms by printing, typing or using a computer; stress neatness, accuracy, and completeness.
  - Process universal claim form.
  - Process a form for a Medicare patient.
  - Process a worker's compensation report.
- ☐ Stress the need to keep insurance information up to date. Payments could be delayed or not paid at all if forms are not properly filled out or not submitted in a timely manner.
- ☐ Emphasize the importance of attending seminars and reading Medicare and Medicaid letters or calling Medicare and Medicade. Provide students with addresses to contact to become a part of a mailing list to obtain copies of the various changes and forms.
- ☐ Review coding procedures with students.

Lesson Plan

Essential Elements: 75.87 (I.1)(5)(B)(7)(A)(B)
Allocated Time: 10 Hours

Unit Objective: Students will be able to use the touch method on the electronic calculator or the computer keypad to complete medical financial applications.

Student Competencies: After completing this unit, the student will be able to:

1. Demonstrate the ability to use the touch system on the electronic calculator to perform basic and complex computations.
2. Use calculator skills to compute business problems related to a medical office.
3. Enter and retrieve information with a computerized recordkeeping system.
4. Design and use a spreadsheet.
5. Prepare a daily journal and monthly summary record.
6. Utilize good recordkeeping skills in a medical environment.
7. Follow general checking and banking procedures.
8. Prepare payroll records.
9. Use a pegboard system to record patient payments.

Focus: Using the touch method on the keypad increases accuracy and productivity in the medical office. A working knowledge of computerized recordkeeping systems and electronic spreadsheets increases your value as an employee.

6-2 Medical Accounting Practices

Content Outline

Electronic calculator/10-keypad

- Preparing to use calculators
- Using the touch methods

Medical applications

- Billing
- Lab fees

Spreadsheets

- Uses
- Features
- Data entry
- Designing
- Entering and editing data
- Formatting
- Built-in functions
- Macros
- Printing
- Graphics

Cash journal

- Debit entries
- Credit entries
- Prove entries

Recordkeeping skills

- Banking procedures
- Figure payroll

Pegboard system

- Advantages
- Disadvantages
- Procedures

Teaching Suggestions

☐ Calculator

- This unit may be completed using a 10-keypad on a computer, a calculator, or a combination of both.
- It is suggested that a software program such as *10-Key Mastery on the Computer* from Ellsworth Publishing, or a 10-key calculator workbook be used for learning the 10-keypad.
- Demonstrate the touch system on both the electronic calculator and the computer keypad. Encourage students to acquire the habit of holding the pencil in their hand properly.

☐ Spreadsheet

- Make printouts and/or transparencies of sample spreadsheet screens.
- Identify reference manual sections that will be useful to the students.
- Set up printers for graphics.

☐ Pegboard

- Describe procedure for keeping financial records using pegboard accounting.
- List advantages and disadvantages for pegboard accounting.
- Do a simulated activity related to pegboard accounting.

☐ Cash journal

- Show samples of a cash journal and explain.
- Explain the difference between debit and credit entries.
- Show how to prove entries.
- Record entries in a cash journal.

☐ Have students prepare daily journal by entering patient's names, previous balance, post the transactions, compute current balance, total columns, complete the proof of posting section, compute current accounts receivable balance, and complete the daily cash summary section.

SECTION 7

Closure

This section is designed to provide a closure to the course medical administrative systems. It reviews course objectives in relation to student competencies. Suggestions for making course and student evaluations are included.

Closure of Medical Administrative Systems 7-1

Lesson Plan

Allocated Time: 2 Hours

Unit Objective: Students will be able to analyze, evaluate, and demonstrate proficiency in course content.

Student Competencies: After completing this unit, the student will be able to:

1. Relate the objectives of the course medical administrative systems to personal success in the business environment.
2. Analyze section and unit contents in relation to the course objectives.
3. Recognize levels of competency performance.
4. Assess the course in terms of objectives and content.
5. Complete a course examination with a score of 70% or better accuracy.

Focus: An important component of the learning process is closure. Closure can be a review, a summation, or a conclusion. Its purpose is to see how the parts make up or contribute to the whole. A final question needs to be answered: "Has the course accomplished its primary objective?"

7-1 Closure of Medical Administrative Systems

Content Outline

Review of course objectives by sections and units

Review of sections and units
Introduction to medical administrative systems
Word processing
Effective communication
Information management and control
Operating office equipment
Financial responsibility
Closure

Analysis of student competencies

Course evaluation

Examination

Closure 7-1

Teaching Suggestions

- ☐ Design a bulletin board to help students toward a personal summative evaluation of the Microcomputer Applications course. Suggestions are: WHAT I HAVE LEARNED FROM Medical Administrative Systems; AFTER Medical Administrative Systems, WHAT?

- ☐ Review overhead transparencies included with Section 1 on course objectives.

- ☐ Discuss with students the objectives of the course.

- ☐ Divide students into groups. Assign to each group a section to be reviewed and presented to the class. The reviews might include competencies developed, synopsis of units, importance of units. Have the other students take notes during the presentations.

- ☐ Hand out the listing of competencies to the class. Have each student rate what he/she considers to be his/her level of performance for each competency.

  Suggested levels of performance might include: MIN (minimum), 1; F (fair), 2; A (average), 3; or M (mastery), 4. The instructor will need to determine what criteria constitute the levels. Collect these sheets and tally the information for each of the competencies. Use this information when planning for the next year. (For example, results might suggest you make revisions in your teaching style, presentation, etc., if a majority of the students feel they have achieved only a minimal mastery.)

- ☐ Have students develop review questions for the examination. Provide the students with the procedures for keying in the questions. Make copies of each group of questions and answers for the remaining class members. Review these with the students. Inform the students that you will be adding some questions of your own. Provide the students with examples. Give the examination from these questions.

- ☐ Give examples of the type of psychomotor skills you will be testing.

- ☐ Assign time for students to review for their examination. Be sure they have the correct answers to the questions and/or activities.

- ☐ If you have not used the simulations, now would be a good time to use them. If you have used some of the simulations, consider using the others in this closure.

APPENDIX **A**

Reference Addresses

PUBLISHERS

Addison-Wesley Publishing Co., Inc.
Reading, MA 01867

Allyn & Bacon
Div. of Simon & Schuster
160 Gould Street
Needham Heights, MA 02194

American Association for Vocational Instructional Materials
745 Gaines Road
Athens, GA 30605

American Bankers Assn.
1120 Connecticut Ave. NW
Washington, DC 20036

AVA Resources
2020 N. 14th Street
Arlington, VA 22201

Bantam Books
Div. of Bantam Doubleday Dell Publishing
666 Fifth Avenue
New York, NY 10103

Brooks/Cole Publishing Co.
Div. of Wadsworth
511 Forest Lodge Road
Pacific Grove, CA 93950

William C. Brown Group
2460 Kerper Blvd.
Dubuque, IA 52001

Career Aids, Inc.
0417 Nordhoff Street
Dept. K 65
Chatsworth, CA 91311

The Career Press
Box 34, 180 Fifth Avenue
Hawthorne, NJ 07507

Career Publishing
Box 5486
Orange, CA 92613-5486

Chilton Book Company
201 King of Prussia Road.
Radnor, PA 19089-2030

Chronicle Guidance Pub., Inc
66 Aurora Street
Moravia, NY 13118-1190

Curriculum Publications Clearinghouse
46 Horrbin Hall
Macomb, IL 61455

Datapro
1805 Underwood Blvd.
Delran, NJ 08075

Delmar Publishing Inc.
2 Computer Drive West
Box 15-015
Albany, NY 12212

Educational Filmstrips
1405 19th Street
Huntsville, TX 77340

Eric Clearinghouse
Indiana University
Smith Research Center, Ste 150
2805 SE Tenth Street
Bloomington, IN 47408-2698

Glencoe Publishing Co.
Div. of Macmillan/McGraw Hill
School Publishing
936 Eastwind Drive
Westerville, OH 43081

Harper Collins Publisher
10 East 53rd Street
New York, NY 10022

Harcourt Brace Jovanovich, Inc.
6277 Sea Harbor Drive
Orlando, FL 32887

Hemphill
1400 Wather
Austin, TX 78703

Houghton-Mifflin Co.
One Beacon Street
Boston, MA 02107

IEEE Computer Society Press
10662 Los Vaqueros Circle
Los Alamitos, CA 90720

Irwin Publishing Co.
Div. of Times Mirror
1818 Ridge Road
Homewood, IL 60430

MPC Educational Publishers
839 White Plains Road
Bronx, NY 10467

Macmillan/McGraw Hill Publishers
One Conway Park
100 Northfield Drive
Lake Forest, IL 60045

Media Systems, Inc.
757 Third Avenue
New York, NY 10017

Charles E. Merrill Publishing Co.
Div. of Macmillan
445 Hutchinson Avenue
Columbus, OH 43235

Milliken Publishing Co.
1100 Research Blvd.
St. Louis, MO 63132

National Occupational Co. Testing Institute
318 Johnson Hall
Ferris State College
Big Rapids, MI

National Textbook Co.
4255 West Touhy Avenue
Lincolnwood, IL 60646-1975

Ohio State University
Vocational Instructional
Materials Laboratory
154 W. Twelfth Avenue
Columbus, OH 43210-1302

Osborne McGraw Hill
Div. of McGraw Hill Inc.
2600 Tenth Street
Berkley, CA 94710

Paradigm Publishing Intl.
7500 Flying Cloud Drive, Ste 655
Eden Prairie, MN 55344

Prentice-Hall Press
Div. of Simon Schuster
15 Columbus Circle
New York, NY 10023

Radio Shack Education Division
1400 One Tandy Center
Ft. Worth, TX 76102-2805

Simon and Schuster
Div. of Paramont
Communications
1230 Avenue of the Americas
New York, NY 10020

Southwestern Publishing Co.
5101 Madison Road
Cincinnati, OH 45227

Tab Books
Div. of McGraw Hill
113311 Monterry Avenue
Summit, PA 17214

Teaching Aids Inc.
P.O. Box 1798
Costa Mesa, CA 92628-0798

Votech-Oklahoma State Dept. of Vocational and Technical Education
1515 West Sixth Avenue
Stillwater, OK 74074

V TECS
Commission on Education Institutions
Southern Assn. of Colleges and Schools
795 Peachtree Street
N.E. Atlanta, GA 30365

Wadsworth Publishing
Div. of Thompson Corp.
10 Davis Drive
Belmont, CA 94002

West Publishing
50 Kellogg Blvd.
St. Paul, MN 55164

Western Tape
2761 Marine Way
Mountain View, CA 94040

J. Weston Walch, Publishing
321 Valley Street
P.O. Box 658
Portland, ME 04104-0658

John Wiley and Sons, Inc.
605 Third Avenue
New York, NY 10158

SOFTWARE VENDORS

Abbot Educational Software
334 Westwood Avenue
East Longmeadow, MA 01028
(413)525-3462

Academic Software
22 E. Quackenbush Avenue
Durmont, NJ 07628

Acorn Software Products
34 North Carolina Avenue, S.E.
Washington, D.C. 20003
(202)544-4259

Activision, Inc.
P.O. Box 7287
Mountain View, CA 94030

Addison-Wesley
2725 Sand Hill Road
Menlo Park, CA 94025

Addison-Wesley Publishing Co.
Business & Professional Division
Reading, MA 01867
(617)944-3700

Advanced Systems, Inc.
2340 S. Arlington Heights Rosd
Arlington Heights, IL 60005
(312)981-4260

Aldus
411 First Avenue, SO.
Suite 200
Seattle, WA 98136

Alternate Source
1806 Ada Street
Lansing, MI 48910
(517)487-3358

Apple Computer Company
10260 Bandley Drive
Cupertino, CA 95014
(408)996-1010

Applied Educational Systems
RFD #2, Box 213
Dunbarton, NH 03301
(603)774-6151

Applied Engineering
P.O. Box 798
Carrollton, TX 75006

Applied Microsystems
P.O. Box 832
Roswell, GA 30077

Applied Software Technology
14125 Capli Drive
Los Gatos, CA 95030

Aurora Systems
2040 East Washington Avenue
Madison, WI 53704
(608)249-5875

B & B Software
P.O. Box 2090
Ann Arbor, MI 48106
(313)668-8152

Bell & Howell Micro Systems
Audio Visual Products Division
7100 North McCormick Road
Chicago, IL 60645
(312)262-1600

Betamax, Inc.
101 Nickerson Street
Suite 550
Seattle, WA 98109
(206)282-6249

Bits & Bytes
Fenner Block, 33 Church Street
Fredonia, NY 14063
(716)673-1515

Borg-Warner Educational Systems
600 West University Drive
Arlington Heights, IL 60004
(800)323-7577

Brinker Computing
2775 Tessmer Rosd
Ann Arbor, MI 48103
(313)662-6386

Broderbund
17 Paul Drive
San Rafael, CA 94903-2101

Business and Agri Services
Route 2, Box 118
Raymond, IL 62560
(217)229-3584

Career Aids
20417 Nordhoff Street, Dept. F5
Chatsworth, CA 91311

Career Publishing Inc.
P.O. Box 5486
Orange, CA 92613-5486

Comprehensive Software
2316 Artesia Blvd
Suite B
Redondo Beach, CA 90278
(213)318-2561

Compuserve
5000 Arlington Center Blvd.
Columbus, OH 43220

Computation
P.O. Box 502
Troy, MI 48099

Compu-Teach
240 Bradley Street
New Haven, CT 06511

The Computer Center
302 Commercial
Waterloo, IA 50701
(319)232-9504

Computer Information Exchange
P.O. Box 159
San Luis Rey, CA 92068
(714)757-4849

Computers Plus Company
2303 N. 44th Street #2
Phoenix, AZ 85008
(602)955-1404

Computrex Computer Services
P.O. Box 536
Inman, SC 29349

Computer House Division
1407 Clinton Road
Jackson, MI 49202
(517)782-2132

Continental Software
12101 Jefferson Blvd.
Culver City, CA 90230
(213)371-5612

Control Data Corporation
P.O. Box 261127
San Diego, CA 92126
(800)233-3784

Cook's Computer Company
1905 Bailey Drive
Marshalltown, IA 50158

Courseware, Inc.
10075 Carroll Canyon Rosd
San Diego, CA 92131
(619)578-1700

Creative Software
230 E. Caribbean Drive
Sunnyvale, CA 94089

Curriculum Applications
P.O. BOX 264
Arlington, MA 02174

Decision Data, Inc.
213 Lincoln Way
Ames, IA 50010
(515)233-4807

Design Software Inc.
Learning Services
61 West Eighth Street
P.O. Box 10636
Eugene, OR 97440-2636

Designware
345 Fourth Street
San Francisco, CA 94107

Dorsette Educational Systems, Inc.
P.O. Box 1226
Norman, OK 73070
(405)288-2300

DRW Educational Systems
P.O. Box 2941
Costa Mesa, CA 92628
(714)548-9754

Educational Activities, Inc.
P.O. Box 392
Freeport, NY 11520
(800)645-3739

Educational Courseware
Ten Bay Street
Design 66
Westport, CT 06880

Educational Microsystems, Inc.
P.O. Box 471
Chester, NJ 07930
(210)879-5982

Educational Programming Systems
1328 Baus Blvd.
St. Louis, MO 63132
(314)991-0300

Educational Programs
P.O. Box 2345
West Lafayette, IN 47906
(317)463-4778

Educational Resources
2360 Hassell Road
Hoffman Estates, IL 60195

Educational Services Management
P.O. Box 12599
Research Triangle Park, NC 27709
(919)781-1500

Educational Software Corp.
414 Rosemere
Maquoketa, IA 52060

Educational Software and Design
P.O. Box 2801
Flagstaff, AZ 86003

EDUTECH
50 Putnam Street
West Newton, MA 02165
(617)965-4813

EDUTEK Corp.
P.O. Box 11354
Palo Alto, CA 94306
(415)325-9965

Educational Testing Services
SIGI Office
Princeton, NJ 08541
(609)734-5165

Edu-ware
P.O. Box 336
Maynard, MA 01754

EMC Publishing
Changing Times Education Services
300 York Avenue
St. Paul, MN 55101

EPYX
600 Galveston Drive
Redwood, CA

Generic Software
8763 148th NE
Redmond, WA 98052

Great Plains Computers
113 Broadway
Fargo, ND 58102
(701)293-8483

Harris Laboratories
624 Peach Street, P.O. Box 8037
Lincoln, NE 68501
(402)476-2811

Hartley Courseware, Inc.
P.O.Box 431
Diamondale, MI 48821
(616)942-8987

Harvest Computer Systems
203 West 11th Street
Alexandria, IN 46001
(317)724-9527

Hayden Book Company
50 Essex Street
Rochelle Park, NJ 07662
(800)631-0856

High Technology Software Products, Inc.
P.O. Box 14665
Oklahoma City, OK 73113
(405)840-9900

Horizons Unlimited
5367 Sage
Edwards, CA 93523
(805)258-8412

Houghton-Mifflin
Educational Software Division
P.O. Box 683
Hanover, NH 03755

Individual Software, Inc.
1163-1 Chess Drive
Foster City, CA 94404
(415)341-6116

Instructional Software, Inc.
1278 Massachusetts Avenue
Cambridge, MA 02138
(617)492-0386

International Bureau of Software Testing
536 Wendell, Suite 7
Sunnyvale, CA 94086

International Micro Systems
8425 Quivara Road
Lenexa, KS 66215
(913)888-8330

Interpretive Education
2306 Winters Drive
Kalamazoo, MI 49002
(616)345-8681

Interpretive Education Incorporated
157 S. Kalamazoo Mall
Suite 250
Kalamazoo, MI 49007
(616)345-8681

IQUEST
CompuServe
5000 Arlington Center Blvd.
Columbus, OH 43220

Knoware, Inc.
301 Vassar Street
Cambridge, MA 02139
(617)576-3821

Krell Software
21 Millbrook Drive
Stony Brook, NY 11790
(518)751-5139

Learning Services
61 West Eighth Street
P.O. Box 10636
Eugene, OR 97440-2636

Lotus Development Corp.
55 Cambridge Parkway
Cambridge, MA 02142

Charles Mann & Associates
Microcomputer Division
55722 Santa Fe Trail
Yucca Valley, CA 92284
(714)365-9718

MECC
3490 Lexington Ave. North
Saint Paul, MN 55126-8097

Micro Lab Learning Center
3218 Skokie Valley Road
Highland Park, IL 60035
(312)433-7550

Micro-Comp Incorporated
2015 N.W. Circle Blvd.
Corvallis, OR 97330

Microcomputer Education Applications Network
256 N. Washington Street
Falls Church, VA 22046
(702)536-2310

Microcomputers In Education
4148 Winnetka Avenue, North
Minneapolis, MN 55427
(612)533-2781

Microcomputer Software
Illinois Vocational Curriculum Center
Sangamon State University, E-22
Springfield, IL 62708
(217)786-6375

Microcomputer Software Systems
4716 Lakewood Drive
Metairie, LA 70002

Microsoft
16011 NE 36th Way
P.O. Box 97017
Redmond, WA 98052

Microsoft Consumer Products
400 180th Avenue, N.E.
Bellevere, WA 98004
(206)454-1313

Milliken Publishing Company
1100 Research Blvd.
St. Louis, MO 63132
(314)991-4220

Minnesota Curriculum Services Center
3554 White Bear Avenue
White Bear Lake, MN 55110
(612)770-3943

Mindscape
3444 Dundee Road
Northbrook, IL 60015

Minnesota Educational Computing
Consortium Publications
2520 Broadway Drive
St. Paul, MN 55113
(800)631-8112

Muse Software
347 N. Charles Street
Baltimore, MD 21201
(301)659-7212

NCCD (National Coordinating Center
for Curriculum Development)
State University of New York
Stony Brook, NY 11794
(516)246-8418

National Software Marketing
4701 McKinley Street
Hollywood, FL 33021
(305)625-6062

Norton Computing
2210 Wilshire Blvd. #186
Santa Monica, CA 90403

Nutmeg Systems, Inc.
25 South Avenue
New Canaan, CT 06840

On-Line Systems
36575 Mudge Ranch Road
Coarsegold, CA 93614
(202)683-6858

Optical Data Corp.
66 Hanover Road
Box 97
Florham Park, NJ 07932

Pillsbury Center
Mail Center 3286
200 S. 6th Street
Minneapolis, MN 55402
(612)330-8732

Programs For Learning, Inc.
P.O. Box 954
New Millford, CT 06776

Rainbow Micro Software
1650 Piikea Street
Honolulu, HI 96818
(TRS-80 Programs)

Regency Educational Systems
4951 Airport Parkway
Dallas, TX 75248

Scholastic, Inc.
904 Sylvan Avenue
Englewood Cliffs, NJ 07632

School Microware
P.O. Box 246
Dresden, ME 04342
(207)737-4466

Silicon Express
955 E. Main Street
Columbus, OH 43213

Software Exchange
6 South Street, Box 68
Milford, NH 03055
(603)673-5144

Software Industries
902 Pinecrest
Richardson, TX 75080

Software Publishing Corp.
1901 Landings Drive
Mountain View, CA 94043

Southern Computer Systems, Inc.
P.O. Box 55473
Birmingham, AL 35255

South-western Publishing Company
5101 Madison Road
Cincinnati, OH 45227
(513)271-8811

Springboard Software, Inc.
7808 Creekridge Circle
Minneapolis, MN 55435

John Steffee, Inc.
1030 Buffalo Trail
Tyler, TX 75703

Sterling Swift Publishing Company
7901 South IH-35
Austin, TX 78744
(512)282-6840

Strictly Software
4321 N. 39th Street
Phoenix, AZ 85018
(602)955-8138

Sunburst Communications
39 Washington Avenue
Pleasantville, NY 10570

Teacher's Pet
c/o Glenn Fisher
1517 Holly Street
Berkeley, CA 94703

The Teaching Assistant
22 Seward Drive
Huntington Station, NY 11746

Teaching Tools
P.O. Box 12679
Research Triangle Park, NC 27709
(919)851-2374

Time Share Corp
Hanover, NH 03775
(603)488-3838

Timeworks, Inc.
444 Lake Cook Rosd
Deerfield, IL 60015

Visicorp
2895 Zanker Rosd
San Jose, CA 95134
(408)946-9000

Walt Disney Educational Media Co.
500 S. Buena Vista Street
Burbank, CA 91521

Westinghouse Learning Corp.
5505 West 110th Street
Oak Lawn, IL 60453

J. Weston Walch, Publisher
321 Valley Street, P.O. Box 658
Portland, ME 04104-0658

Whitney Educational Services
2071 Tenth Avenue
San Francisco, CA 94116

WordPerfect
1555 North Technology Way
Orem, UT 84057

MICROCOMPUTER DIRECTORIES

Apple Computer Education Software Directory
Visual Materials, Inc.
4170 Grove Avenue
Gurnee, IL 60031

The Apple Software Directory
WIDL Video
5245 W. Diversey Ave.
Chicago, IL 60639
(312)622-9606

Educational Software Directory
Sterling Swift Publishing Co.
1600 Fortview Road
Austin, TX 78704
Apple software only.

Educators Handbook and Software Directory
Vital Information, Inc.
7899 Mastin Drive
Overland Park, KS 66024

The Software Directory
Software Central
P.O. Box 30424
Lincoln, NE 68503

ELECTRONIC INFORMATION SERVICE

BRS/Search
1200 Route 7
Latham, NY 12110
(800)227-5277

Compuserve Information Service, Inc.
5000 Arlington Center Blvd.
Columbus, OH 43220
(800)848-8990

Datext, Inc.
444 Washington St.
Woburn, MA 01801

Dialog Information Service, Inc.
3460 Hillview Avenue
Palo Alto, CA 94304
(800)334-2564

Dow Jones/Retrieval Service
P.o. Box 300
Princeton, NJ 08540
(609)452-2000

Easynet
Telebase Systems, Inc.
134 North Narberth Avenue
Narberth, PA 19072

General Videotext Corp. (Delphi)
3 Blackstone Street
Cambridge, MA 02139

Infotrac
Information Access Company
11 Davis Drive
Belmont, CA 94002

Newsnet
945 Haverford Road
Bryn Mawr, PA 19010
(800)345-1301

Nexis/Lexis
Mead Data Central
9393 Springboro Pike
P.O. Box 933
Dayton, OH 45401
(800)227-4908

ORBIT Search Service
SDC Information Service
2500 Colorado Avenue
Santa Monica, CA 90406

The Source
1616 Anderson Road
McLean, VA 22102
(800)336-3330

TENET
c/o UT Systems
Office of Telecom Services
Service Building, Room 319
Austin, TX 78712

VUTEXT Information Services, Inc.
1211 Chestnut Street
Philadelphia, PA 19107
(215)665-3300

MAGAZINES/PERIODICALS/ NEWSLETTERS/JOURNALS

Administrative Management
1123 Broadway
New York, NY 10010

Aldus Magazine
411First Avenue SO.
Seattle, WA 98104

Apple Orchard
908 George Street
Santa Clara, CA 95050

Appleworks Forum
Box 87453
Carlon, MI 48187

ARMA Qrtly—Records Management Quarterly
Suite 214
4200 Somerset Drive
Prairie Village, KS 66208

Balance Sheet
South-Western Publishing Co.
5101 Madison Road
Cincinnati, OH 45227

Business Computer Digest
4800 Riverbend Road
Boulder, CO 80301

Business Computer News
Moorshead Publications Ltd.
1300 Don Mill Road
Toronto, ONT M3B3M8

Business Computer Systems
Cahners Publishing Company, Inc.
221 Columbus Avenue
Boston, MA 02116

Business Education Film Cat.
c/o Paul Weinberg, Ed.
Box 449
Clarksville, NJ 08510

Business Education Forum
NBEA
1914 Association Drive
Reston, VA 22091

Business Education Guide
Box 2014
Newptune City, NJ 07754

Business Education World
Glencoe/McGraw-Hill
936 Eastwind Drive
Westerville, OH 43081

Business Exchange
Houghton-Mifflin Co.
One Beacon Street
Boston, 02108

Business Week
McGraw-Hill Publications Company
1221 Avenue of the Americas
New York, NY 10020

Byte: The Small Systems Journal
One Phoenix Mill Lane
Peterborough, NH 03458

Classroom Computer Learning
Peter Li, Inc.
2451 East River Rd.
Dayton, OH 45439

Compute!
324 W. Wendover Avenue, Suite 200
Greensboro, NC 26403

Computerist
Softkey Publishing
Box 110816
Tacoma, WA 98411

Computer Virus
Natl. Computer Security Assoc.
4401 A Connecticut Avenue NW
Suite 309
Washington, DC 20008

Computers & Computing Information Resources Directory
Gale Research Inc.
835 Penobocat Bldg.
Detroit, MI 48226

Computerworld
CW Communications, Inc.
Box 880
375 Cochituate Road
Framingham, MA 01701

The Computing Teacher
International Council for Computers in Education
1787 Agate Street
University of Oregon
Eugene, OR 97403

Consumer Reports
Consumers Union of United States, Inc.
256 Washington Street
Mount Vernon, NY 10553

Data Based Advisor
4010 Morena Blvd., Suite 200
San Diego, CA 92117

Data Communications
McGraw-Hill, Inc.
1221 Avenue of the Americas
New York, NY 10020

Data Entry
Data Entry Management Assoc.
101 Merritt
7 Corporate Park
Ft. Norwalk, CT 06032

Datamation
Cahners Publishing Co.
249 West 17th Street
New York, NY 10011

Delta Pi Epsilon Journal
Central Connecticut State Univeristy
Dept. of Management Information Systems
New Britain, CT 06050

Desktop Communication
48 East 43rd Street
New York, NY 10017

DTP
DT Publisher
104 Frame Road
Elkview, WV 25071

Educational Technology
Educational Technology Publications, Inc.
720 Palisade Avenue
Englewood Cliffs, NJ 07632

Electronic Learning
Scholastic Learning, Inc.
730 Broadway
New York, NY 10003

The Ergonomic Newsletter
3029 Wilshire Boulevard, Suite 200
Santa Monica, CA 90403

The Futurist
Publication of The World Future Society
4916 St. Elmo Avenue
Washington, DC 20814

Guide To Free Computer Materials
Educators Progress Service
214 Center Street
Rodish, WI 53956

High Technology
Technology Publishing Company
38 Commercial Wharf
Boston, MA 02110

Home Computer
Emerald Valley Publishing
Box 21910
Eugene, OR 97402

Home Office Computing
Scholastic Inc.
730 Broadway
New York, NY 10003-9538

ICP Software Business Review
International Computer Programs, Inc.
9000 Keystone Crossing
P.O. Box 40946
Indianapolis, IN 46240

IMC Journal
International Information Management Congress
345 Woodcliff Drive
Fairport, NY 14450

Incider
80 Elm Street
Petersborogh, NH 03458

Information Management
Systems Technology Software Media
PTN Publishing Company
101 Crossways Park West
Woodbury, NY 11797

Information Resources Management Journal
Pennsylvania State University at Harrisburg
Middletown, PA 17057

Information Systems News
CMP Publications
111 East Shore Road
Manhasset, NY 11030

Information Systems
Hitchcock Publishing Company
Hitchcock Building
25 West 550 Geneva Road
Wheaton, IL 60188

Infoworld
1060 Marsh Road,
Suite C-200
Menlo Park, CA 94025

Inside Hypercard
Inside Lotus 1-2-3
Inside MS-DOS
Inside MS WORD 5.5
Inside MS WORKS
Inside Windows
Inside Word Perfect
Inside Word for Windows
Cobb Group
Box 35150
Louisville, KY

Journal of Business Communication
Dept. of Management Sciences
Abilene Christian University
Abilene, TX 79699

Journal of Computer Information Systems
College of Administration
Oklahoma State University
Stillwater, OK 74078

Journal of Education for Business
4000 Albermarie Street, NNW
Washington, DC 20016

Journal of Microcomputer System Management
4000 Albermarie Street, NW
Washington, DC 20016

Kilobaud: The Small Computer Magazine
Peterborough, NH 03458

MAC World
PC World Communications, Inc.
555 DeHaro Street
San Francisco, CA 94107

Management World
Administrative Mangement Society
4622 Street Road
Trevose, PA 19047

MIS Information
Box 305
Burbank, CA 91503

Modern Office Technology
Penton/IPC, Inc.
Penton Plaza
1111 Chester Avenue
Cleveland, OH 44114

National Shorthand Reporter
118 Park Street, NE
Vienna, VA 22180

Newsweek
Newsweek, Inc.
444 Madison Avenue
New York, NY 10022

Nibble Express
52 Dominion Drive
Concord, MA 01742

The Office
Office Publications, Inc.
1200 Summer Street
Stamford, CT 06904

Office Administration and Automation
Dalton Communications, Inc.
1123 Broadway
New York, NY 10010

Office Automation
1123 Broadway
New York, NY 10010

Office Guide
Bureau of Business Practices
24 Rope Ferry Road
Waterford, CT 06385-9985

Office Guide for Working Women
Bureau of Business Practices
24 Rope Ferry Road
Waterord, CT 06385-9985

The Office Professional (Newsletter)
1316 Sam Bass Circle
Round Rock, TX 78664

Office Systems
941 Danbury Road
Box 150
Georgetown, CT 06829

Office Talks
Bureau of Business Practices
24 Rope Ferry Road
Waterord, CT 06385-9985

Open Entries
The Center for Studies in Vocational Education
Stone Building
Tallahassee, FL 32306

PC: An Independent Guide To IBM Personal Computers
Ziff-Davis Publishing Company
One Park Avenue
New York, NY 10016

PC Magazine
39 East Hanover Avenue
Morris Plains, NJ 07950

PC Novice
PC Today
120 W. Harvest Drive
Lincoln, NE 68521

PC Week (Weekly Magazine)
Ziff-Davis Publishing Company
800 Boylston Street
Boston, MA 02199

PC World
501 2nd Street, Ste 600
San Francisco, CA 94107

Personal Computing
50 Essex Street
Rochelle Park, NJ 07662

P.S. for Professional Secretaries
Bureau of Business Practices
24 Rope Ferry Road
Wateford, CT 06385-9985

Personal Publishing
191 Gary Avenue
Carol Stream, IL 60188

Popular Science Technology
Times-Mirror Magazines, Inc.
Communications Department
380 Madison Avenue
New York, NY 10017

Research in Word Processing
South Dakota Sch. of Mines and Technology
Rapid City, SD 57701

SAVVY
Savvy Company
111 Eighth Avenue
New York, NY 10011

The Secretary
Professional Secretaries International
P.O. Box 20404
Kansas City, MO 64195

Secretary's Update
133 Richmond Street W.
Toronto, Ont. M5h3M8
Canada

Software Digest
EDP Services, Inc.
7620 Turtle Turnpike
Annadale, VA

Texas Business Educator
Texas Business Education Assn.
3500 Kileen
Amarillo, TX 79109

Today's Office
United Technical Publications, Inc.
645 Stewart Avenue
Garden City, NY 11530

Training & Developmental Journal
American Society for Training and Development
(available by membership only)
600 Maryland Avenue, S.W., Suite 305
Washington, DC 20024

VOCED
2020 N. 14th Street
Arlington, VA 22201

Windows
501 Second Street
San Francisco, CA 94107

WordPerfect
270 West Center Street
Orem, UT 84057

WordPerfect Corporation Report
1555 N. Technology Way
Orem, UT 84057

Working Woman
Hal Publications, Inc.
342 Madison Avenue
New York, NY 10173

SERVICES AND REPORTS

Datapro Reports on Microcomputers
Datapro Research Corporation
1805 Underwood Blvd.
Delran, NJ 08075

Datapro Reports on Microcomputer Management
Datapro Research Corporation
1805 Underwood Blvd.
Delran, NJ 08075

Datapro Reports on Microcomputer Software
Datapro Research Corporation
1805 Underwood Blvd.
Delran, NJ 08075

Datapro Reports on Word Processing
Datapro Research Corporation
1805 Underwood Blvd.
Delran, NJ 08075

The Seybold Report on Office Systems
Seybold Publications, Inc.
Box 644
Media, PA 19063

PROFESSIONAL ORGANIZATIONS

Administrative Management Society
Maryland Road
Willow Grove, PA 19090
(215)659-4300

American Federation of Information Processing Societies, Inc.
1815 North Lynn Street
Arlington, VA 22209

American Management Association
135 West 50 Street
New York, NY 10020
(212)586-8100

American Society for Information Science
1155 16th Street, N.W.
Washington, D.C. 20036
(202)659-3644

American Society for Training and Development
P.O. Box 5307
Madison, WI 53705

American Vocational Association
2020 North 14 Street
Arlington, VA 22201
(703)522-6121

Association for Computer Users (ACU)
1133 Avenue of the Americas
New York, NY 10036
(212)265-6309

Association For Educational Communications and Technology (AECT)
1126 16th Street, N.W.
Washington, D.C. 20036
(202) 833-4180

Association for Educational Data Systems (AEDS)
1201 16th Street, N.W.
Washington, D.C. 20036
(202)833-4100

Association of Information Systems Professionals
1015 North York Road
Willow Grove, PA 19090
(215)657-6300

Association of Records Managers and Administrators
4200 Somerset, Suite 215
Prairie Village, KS 66208
(913)341-3808

Computer-Based Education Research Laboratory
University of Illinois
Urbana, IL 61801

Council for Educational Development and Research
1518 K Street, N.W.
Suite 206
Washington, D.C.

International Council for Computers in Education (ICCE)
Department of Computer and Information Science
University of Oregon
1787 Agate Street
Eugene, OR 97403
(503)686-4408

Microcomputer Education Applications Network
256 North Washington Street
Falls Church, VA 22046

Minnesota Educational Computing Consortium (MECC)
2520 Broadway Drive
St. Paul, MN 55113
(612)376-1101

National Business Education Association
1914 Association Drive
Reston, VA 22091
(703)860-8300

National Education Association
1201 16th Street, N.W.
Washington, D.C. 20036

Nine to Five National Association of Working Women
1224 Huron Road
Cleveland, OH 44115
(216)566-9308

Office Technology Management Association
9401 West Beloit Road, Suite 101
Milwaukee, WI 53227
(414)321-0880

Professional Secretaries International
Kansas City, MO 64111
(816)531-7010

Texas Business Education Association
Bette Carpenter, Executive Secretary
3500 Kileen
Amarillo, TX 79109

Texas Computer Education Association
7131 Midbury
Dallas, TX 75230
(214)361-9472

VOETAT
Pat King
Edison High School
701 Santa Monica
San Antonio, TX 78212

APPENDIX **B**

Medical Administrative Systems Competency Checklist

(4= Mastery 1= Non Mastery)

COMPETENCIES

I. Introduction to Medical Administrative Systems

1. Introduction

4 3 2 1 1. Relate the purpose of the office education course medical administrative systems to the medical community.

4 3 2 1 2. Recognize the role of the youth organization relative to medical administrative systems.

4 3 2 1 3. Discuss course objectives, equipment, units, competencies, and evaluation measures.

4 3 2 1 4. Explain classroom organization, management, and safety.

4 3 2 1 5. Update study skills needed to reach realistic long- and short-range goals.

2. Professional Activities

4 3 2 1 1. Identify major issues and technological developments related to computers, society, and the medical community.

4 3 2 1 2. Describe the ethical and legal issues that have arisen as a result of the computer revolution.

4 3 2 1 3. Identify privacy issues involved with electronic data storage.

4 3 2 1 4. Explain reasons for concern about the reliability of computer systems.

4 3 2 1 5. Explain the importance of medical ethics in a medical environment.

4 3 2 1 6. Define etiquette, ethics and medical liability as they apply to both physicians and medical assistants.

4 3 2 1 7. Explain what is meant by implied, informed, expressed, and written consent.

4 3 2 1 8. Summarize employee safeguards for preventing malpractice litigation.

COMPETENCIES

3. Social Implications

4 3 2 1 1. Identify major issues and technological developments related to computers, society, and the medical community.

4 3 2 1 2. Describe the ethical and legal issues that have arisen as a result of the computer revolution.

4 3 2 1 3. Identify privacy issues involved with electronic data storage.

4 3 2 1 4. Explain reasons for concern about the reliability of computer systems.

4 3 2 1 5. Explain the importance of medical ethics in a medical environment.

4 3 2 1 6. Define etiquette, ethics, and medical liability as they apply to both physicians and medical assistants.

4 3 2 1 7. Explain what is meant by implied, informed, expressed, and written consent.

4 3 2 1 8. Summarize employee safeguards for preventing malpractice litigation.

II. Word Processing

1. Word Processing Skills

4 3 2 1 1. Define word processing terminology.

4 3 2 1 2. Key documents with increased speed and accuracy.

4 3 2 1 3. Identify the steps in the document cycle.

4 3 2 1 4. Categorize the production features of word processing software.

4 3 2 1 5. Describe the major formatting choices common to word processing software.

4 3 2 1 6. Proofread documents using common proofreading marks correctly and a combination of the various types of proofreading techniques.

4 3 2 1 7. Demonstrate the use of word processing tools when producing documents, including spell-checking, and thesaurus, and grammar-checking software.

COMPETENCIES

2. Medical Document Formatting

4 3 2 1 1. Produce documents using the following format features: line spacing and alignment, type styles and fonts, margin adjustments, and headers and footers
4 3 2 1 2. Increase speed of producing documents.
4 3 2 1 3. Prepare medical records for physical examinations, patient histories, laboratory reports, and billing notices.
4 3 2 1 4. Use the steps in the document cycle to correctly key and format medical documents including letters, memorandums, forms, reports, and tables.

3. Desktop Publishing

4 3 2 1 1. Define desktop publishing terms.
4 3 2 1 2. Demonstrate basic layout and design techniques.
4 3 2 1 3. Demonstrate the tools and procedures for producing documents using desktop publishing techniques.
4 3 2 1 4. Produce a variety of documents using desktop publishing procedures.

III. Effective Communication
1. Oral and Written Communication Skills

4 3 2 1 1. Identify and use business English terminology.
4 3 2 1 2. Use effective oral communication skills.
4 3 2 1 3. Demonstrate correct usage of the parts of speech, subject-verb agreement, expression of numbers and abbreviations, and sentence construction.
4 3 2 1 4. Apply correct punctuation, capitalization, and spelling rules.
4 3 2 1 5. Compose well-written medical documents

2. Mail Handling Techniques

4 3 2 1 1. Classify the various types of mail.
4 3 2 1 2. Compare and contrast various postal services.
4 3 2 1 3. Process incoming mail in an organized manner.
4 3 2 1 4. Prepare a computerized mailing list to print envelopes or mailing labels.
4 3 2 1 5. Efficiently handle outgoing mail.
4 3 2 1 6. Describe types and components of basic electronic mail systems.

COMPETENCIES

3. Telephone Usage

4 3 2 1 1. Define traditional telephone terminology.
4 3 2 1 2. Distinguish between types of telephone services and equipment.
4 3 2 1 3. Practice good telephone pronunciation and articulation techniques.
4 3 2 1 4. Demonstrate positive techniques of handling incoming and placing outgoing telephone calls.
4 3 2 1 5. Compare various parts of the telephone directory and other number sources.

IV. Information Management and Control
1. Traditional Record Control

4 3 2 1 1. Use and define information management terminology.
4 3 2 1 2. Demonstrate the procedures for indexing and coding techniques used in alphabetic filing.
4 3 2 1 3. Compare numeric, subject, and geographic filing methods.
4 3 2 1 4. Describe the uses of a tickler file.
4 3 2 1 5. Review techniques to locate misfiled or lost records.
4 3 2 1 6. Select filing equipment and supplies.
4 3 2 1 7. Describe record retention/program procedures.

2. Database Management

4 3 2 1 1. Use and define terms associated with computerized information.
4 3 2 1 2. Compare capabilities of computerized information management.
4 3 2 1 3. Create, and design input and report forms; and enter, manipulate and retrieve data.
4 3 2 1 4. Query the database and use selection criteria for printing reports.

V. Operating Office Equipment
1. Transcription

4 3 2 1 1. Differentiate between various types of transcription equipment.
4 3 2 1 2. Describe features of standard transcription equipment.
4 3 2 1 3. Compare the advantages and disadvantages of using the dictation/transcription process.
4 3 2 1 4. Describe and demonstrate the basic skills essential to successful medical transcription.
4 3 2 1 5. Demonstrate good medical transcription techniques by accurately transcribing dictated medical material.

COMPETENCIES

2. Reprographics and Electronic Images

4 3 2 1 1. Use and define terms related to reprographics.
4 3 2 1 2. Describe the types of copier processes and their features.
4 3 2 1 3. Compare the copier segments classifications.
4 3 2 1 4. Demonstrate correct copy preparation techniques.
4 3 2 1 5. Explain the advantages of using facsimile.
4 3 2 1 6. Describe the standards and optional features and capabilities of facsimile reproduction.

VI. Financial Responsibilities
1. Health Insurance

4 3 2 1 1. Discuss insurance terms.
4 3 2 1 2. Describe the various types of health insurance coverage.
4 3 2 1 3. Discuss the assistant's role in processing insurance claims.
4 3 2 1 4. Explain Medicare's Part A and Part B.
4 3 2 1 5. Explain the purpose of the Medicaid program and workers' compensation insurance.
4 3 2 1 6. Process several types of insurance claim forms for various situations.

COMPETENCIES

2. Medical Accounting Practices

4 3 2 1 1. Demonstrate the ability to use the touch system on the electronic calculator to perform basic and complex computations.
4 3 2 1 2. Use calculator skills to compute business problems related to a medical office.
4 3 2 1 3. Enter and retrieve information with a computerized record-keeping system.
4 3 2 1 4. Design and use a spreadsheet.
4 3 2 1 5. Prepare a daily journal and monthly summary record.
4 3 2 1 6. Utilize good recordkeeping skills in a medical environment.
4 3 2 1 7. Follow general checking and banking procedures.
4 3 2 1 8. Prepare payroll records.
4 3 2 1 9. Use a pegboard system to record patient payments.

VII. Closure
NONE

APPENDIX **C**

Equipment

SUGGESTED MINIMUM EQUIPMENT REQUIREMENTS for a Quality Office Education program

Equipment and furniture

A computer or a terminal for each student

Macintosh/SE-hard drive 2-4 mg RAM and/or
MS-DOS 386 minimum, 2-4 MEG minimum storage and/or
PS2's 30, or above

- two disk drives, one 5 1/4" and one 3 1/2" on MS-DOS
- hard disk 80 MEG
- enhanced 101 keyboard with keypad
- high resolution monitor with graphics capability
- several expansion slots

networked systems/standalone systems

A fully equipped teacher's computer station

Monitors

- Color
- High resolution at least EGA
- Swivel/tilt monitor bases

Printers (A combination of the following printers—using one printer to each two computers as a rule of thumb)

- A 24-pin dot matrix printer with near letter quality/high speed modes
- Letter quality printers
- Laser printers (preferably Postscript)

Other computer peripherals and equipment

- Modems
- Scanner
- Automatic switch boxes for switching access to each computer/terminal
- Mouse for each computer or terminal
- At least two modems and access to dedicated phone line
- Extra cables for attaching peripherals
- Electronic calculator, six to ten
- Transcribing machines, six to ten
- Copy machine

Overhead projector with low heat/good cooling system
LCD computer panel for data projection
Pull-down movie screen
File cabinets and storage cupboards
Student work stations with adjustable height
Adjustable chairs, preferably rolling

Supplies

Covers and keyboard covers
Diskettes for backups of each software programs for each computer
Computer paper, both laser and regular cut
Ribbons—standard black and colors
Toner for the laser printers and copy machine
Colored diskettes—each class uses a different color.
Computer maintenance kit—including screwdrivers of various sizes, cotton swabs, alcohol, screen wipes, mini vacuum, air vacuum

APPENDIX **D**

Special Needs

ADAPTING FOR SPECIAL NEEDS STUDENTS

The methods of instruction used in office education courses which make them unique make courses viable for students with special needs. Because a variety of learning styles are addressed in instructional delivery, modification is seldom necessary unless the student has a handicapping condition. The instructor should always seek advice and assistance from special education teachers, counselors, and school administrators if any student is having difficulty mastering the objectives of the course. Following are suggestions for adapting instructional methods and materials for special needs students. The suggestions are arranged alphabetically according to the specific handicapping condition.

Emotionally Disturbed

1. Seek the assistance of the school counselor and/or school psychologist in determining methods to cope with deviant student behavior.
2. Be warm and empathetic—trust is important in establishing any relationship, especially with these students.
3. Teach problem-solving skills.
4. Utilize operant conditioning—keeping a record of behavior is recommended to test the stability of a student's behavior.

Hearing Impaired

1. Always write directions on the board, or write them on assignment sheets.
2. If a student is skilled in lip reading, face him/her when speaking.
3. If audio methods are used to supplement instruction, write out important points covered in the audio presentation.
4. Seat the student in the front of the room.
5. Assign a hearing student to provide peer tutoring for the hearing-impaired student.

6. A mild to moderate hearing loss can hinder a student's ability to understand language concepts and structure. Remediation in language development should occur in the resource room, but be aware of this problem when developing grading procedures.

Learning Disabled

1. Plan specific instructional strategies when a student's type of learning disability has been determined.

2. Gear instructional methods to the sense or style through which the student learns best.

3. Divide lessons into their component subskills and teach in smaller units.

Mentally Retarded

1. Use unit approaches as an instructional strategy. If vocabulary and sentence structure are simplified, and if concrete illustrations and exercises are provided research suggests that mildly mentally retarded students can master relatively complex material.

2. Learning should be programmed in sequence and presented in such a way that the student will learn at a rate compatible with his/her development.

3. Proceed in a systematic way so basic knowledge precedes more difficult material.

4. Help the student experience success. Organize materials and use methods that lead him/her to the right answer.

5. Provide feedback. Let the student know when he/she responds correctly.

6. Provide for positive transfer of knowledge from one situation to another

7. Help the student discover general fundamental principles.

8. Provide repetition of learned experiences. Mentally retarded students require more repetitions of an experience to retain the information.

9. Avoid confusing the student. Associate a given stimulus or cue with only one response in the early stages of learning.

10. Limit the number of concepts presented in any one class period.

Visually Impaired

1. Use materials which are concrete. The student must be presented with concrete objects that he/she can touch and manipulate.

2. Unify experiences. Use sequencing and explain the sequencing.

3. Learn by doing. Foster self-motivation and activity for students. Objects do not attract blind children. Their ability to listen, relate, and remember must be developed to the fullest.

4. Use lamps and rheostat with variable intensities. By varying light intensities and positioning, lamps can provide the additional or dimmed illumination that a visually-impaired student might require.

5. Make use of large-type books provided by the Commission for the Blind.

6. Provide raised line paper (writing paper, graph paper, etc.) Raised line paper allows a student to write script "on the line" or to make a graph by placing markers or by punching holes onto the graph paper.

7. Provide cassette tape recorders. Students can use the recorder to take notes, listen to recorded texts, or complete assignments.

8. Use talking calculators. These hand-held calculators speak each entry and result. Earphones are available.

9. Allow more time. Students will frequently need extra time to complete assignments and examinations. Allowing time and a half is usually adequate.

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Officer for Civil Rights, Department of Health, Education and Welfare.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiations, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.